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Vol. VIII AUTUMN, 1952 No. 3

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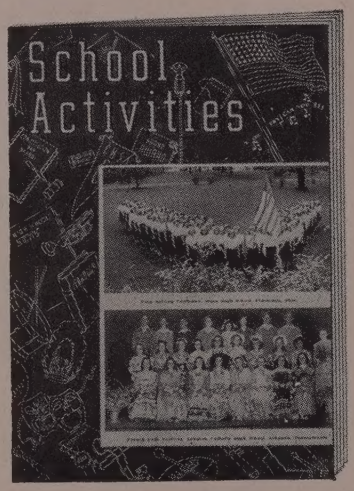

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SPEECH ACTIVITIES

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VOLUME VIII

No. 3

The Debater: His Secret Weapons

By A. Craig Baird

I have been introduced as a teacher. As Mark Twain said, "It is noble to teach yourself. It is even nobler to teach others—and much easier."

Whatever subject is assigned to me at forensic conferences, I always come up with the same theme. I therefore announce as my topic: "The Debater: His Political and Ethical Responsibilities." The title abbreviated would be: "The Debater: His Secret Weapons." My inquiry is: What shall we do to improve the debater in his political and moral leadership?

THE PROBLEM

First, may we look at the debating problem as we review it today. Let us, as the discussants put it, "Survey the Problem." Although I am not yet an octogenarian, I got on in the early expansion of interscholastic and intercollegiate debate. I have seen the activity grow from its literary society stage to sophisticated maturity.

At Wabash College long ago, I joined the Calliopean Literary Society. Those were days when the literary societies dominated the campus. The inroads of football, campus raids on women's dormitories and other educational innovations had not killed it. In my junior year I "made" the first intercollegiate debate team. In those days, a strong three-member threat, we had no coaches but our hearts were stout. Wabash had a brilliant record that year. Our percentage of victories was 100%—that is, we won the only contest in which we entered. Our side supported municipal ownership of public utilities. In those days one could advocate public ownership without being accused of Communism.

In the next year my record was also perfect, i.e., 100%—except that our team lost our total of one debate. The judges—I have forgotten their names—were in this case no doubt incapable! Those were the days of three judges—often preachers or local lawyers. They would spend perhaps an hour in some anteroom after the debate trying to convert each other before annaunc-ing the winner. The audience would hang on breathlessly.

In my senior year, with practically everybody else, I attended the Indiana State Oratorical Contest at Tomlinson Hall, Indianapolis. Each college went **en masse,** sang its songs, and cheered its orator—much as high school basketball supporters today support their respective home town teams in the state finals.

In those days orators were men of distinction—almost as much so as the football heroes; when classrooms were respected sources of learning, and literary societies were genuine lyceums of socratic culture. Those were days of few departments of speech, no debate tournaments, few or no intercollegiate women's teams, no extempore speaking contests, no Oxonian international debates, no student congresses, no radio or television speaking, and, I might add, no first or second world wars and no "A" or "H" bombs.

Why have argumentation and debate developed so extensively since 1900? Why, for example, the multiplication of interscholastic leagues? Why the persistence with which medieval syllogistic disputation gave way to forensic disputation at Harvard and elsewhere? Why did forensic disputation give way to colonial and later literary society debating? Why did the latter give way to our highly developed courses and extracurricular programs of 1952? Why does the art of forensic speaking and study as now developed deserve our strong support in 1952? **It is because argumentation provided those learning experiences most valid for twentieth century lower and higher education.**

What then, is the problem? It is that a strong body of educators of today and yesterday have frowned on debate as an educational technique. Dr. Harry Overstreet, for example, has long been a spokesman of this school of criticism. As you know, he is the author of the **Mature Mind.** Almost thirty years ago, he and I engaged in a program on the same platform at Hunter College, New York City. My talk was a history of older American debate. He followed with a complete indictment of debate. His words were substantially those in his book, **Influencing Human Behavior.** I quote, "We solemnly instruct our young folk to engage in such conflict—we call it debate. To come forth victorious is to be well on the way toward success. Debate is deeply in conflict with the scientific spirit of our age. It is militarism in intellectual life. It is medievalism in modernity." In condemning debate that night, he gave a splendid exhibition of debate. Why is it that the opponents of debate are often the most positive exemplars of that art?

The indictment, nevertheless, by those of the school of Dr. Overstreet has been a persistent and

serious one. In essence, according to them, debate is militaristic, competitive, and educationally bad.

What in 1952 shall we do about this attitude that leads some administrators to cut debate budgets and to weigh the subject in the balance?

DISCUSSION AS A SUBSTITUTE

One alternative, popular among some educators, has been to throw debate out of the window and substitute discussion. Discussion is allegedly scientific, cooperative, better calculated to develop personality and is more in line with normal post school experience.

You and I agree fully with the aims and methods of discussion. We deplore the weaknesses of debate. But we refuse to be caught in the illogical dilemma which forces us to a choice of one to the exclusion of the other. Long before contemporary discussion developed under the influence of John Dewey, instructors taught analysis, definition, issues, and other phases that make up much of it.

We who support debate hold that the two subjects are a single process—whatever labels you apply to the procedures—and that, therefore, they should be under one high command. They move together along the controversial road. On the continuum when the road blocks appear, debate develops. Presently as these barriers are levelled, discussion may again take over.

The trouble with discussants is that when the cooperative atmosphere breaks down, they have nothing to offer. They encourage or require the full examination of alternative solutions. But if some participants honestly cling to a given solution and others reject it, **the whole process is lefft in the air.** The group is finally advised to go their separate ways. When such social conflict arises, they **hope** that integration may occur.

But we cannot in practical situations leave things in the air and send the group home. The legislatures, courts, management-and-labor controversies, and United Nations, must somehow carry on and get action of some kind. As long as the practical world is to function together, conflicts will continue. These situations often require debate for settlement. It is therefore illogical to teach discussion without debate. Courses will properly be labelled discussion-debate (with a hyphen to indicate the unity). It is no accident that good texts have been labelled "Discussion and Debate."

I come back, then, to my question, how shall we improve debating to make it more serviceable? And more vigorously supported by school and college administrators?

DEBATE AND POLITICAL RESPONSIBILITIES

First, we need to stress more fully debating as preparation for political responsibilities.

Educational philosophers continue to stress citizenship training as one of the three or four major goals. We are told on every hand that democracy is threatened as never before; that the Russian colossus, waving the weapon of Communism (the figure is mixed, I think), is breaking down our defenses. We behold Korea. We listen to or read about the propaganda out of Moscow. But how to meet the threat?

Ours is a government by talk. Talk means free speech. Free speech means discussion and debate usually. The government and all educational thinkers visualize our nation, by the aid of TV and other mass media, engaged in discussion and debate as a means of maturing public opinion. This free expression of public opinion is the best way to combat Communism and give direction to our democracy.

Here we teachers of debate come in. We are squarely in the middle of education for political ends. We are teaching the techniques of understanding current problems, of analyzing them, of weighing the arguments and evidence, of rebuttal, and of arriving at a sensible solution. This is our job, and is it not the job of citizenship?

Therefore, with renewed vigor we are to understand what our educational mission is to make clear to the administrators what are these values and techniques, and we are to provide the caliber of teaching that squares with our philosophy and justifies our promise.

At Iowa, I have taught discussion and debate for "X" number of years. I have also supervised the Iowa high school forensic league. I have had as a goal the turning out of teachers and other occupational groups. The experience which we have all had is gratifying in our review of occupational results for teachers, lawyers, business people, and so on. But much more have I been concerned with the teaching of future members of the communities—those who understand something of the problems of this nation and have a tool adequate for tackling these problems. Such is our motive, the political-social even more than the occupational one, for instructing small or large classes of debate and discussion students year after year.

DEBATE AND ETHICAL RESPONSIBILITIES

The second direction in which debate instruction should be strengthened is in further emphasis on the debater's ethical and moral responsibilities.

What does this goal mean to speech teachers and debate instructors? It means that we are carrying on the oldest tradition of our subject. Aristotle, that practical teacher of persuasion and dialectic (debate) said to the Grecian youth, "We yield a more ready and complete credence to persons of high character." Quintilian, the Roman rhetorician, also emphasized the concept of the orator as a "good man." He asserted, "I not only say that he who would answer my idea of an orator must be a good man, but that no man unless he be a good man can ever be an orator." Cicero said the same thing when he declared that "It contributes much to success in speaking, that morals, principles, and conduct and lives of those who plead causes, and those whom they plead, should be such as to merit esteem." This union of debate and ethics is our chief concern.

Ethics and Conviction

How shall this training in moral responsibility proceed? For one thing, debaters are to stand forth as persons of conviction. As Theodore Roosevelt said in his autobiography, "What we need is to turn out of our colleges young men with ardent convictions on the side of right." Certainly the charge is often made against debaters that they are without conviction—that they are trained and ready to debate any side of any subject. They are said to be like the intellectual portrayed in a recent cartoon who, completely sagged down, was saying that, "I have no ideas, no opinions about anything. I'm just a confused lib-

eral."

Our debaters with conviction are not to be mistaken for those who are merely pigheaded and who follow merely their prejudices. The debaters, presumably, have arrived at their position through an examination of all sides of the controversy.

Some of the debating at the Chicago Republican Convention, supporting contested delegates from Louisiana, Mississippi, Georgia, and Texas, was impressive.* The speakers, whatever their logic, had the ring of conviction. Robert Lafollette, Woodrow Wilson, George Norris, Norman Thomas, Bryan, Beveridge, and many another prominent debater are generally recognized as speakers with strong convictions. And these convictions were the outgrowth of mature study and experience. Each was able to give full defense of the faith that was in him. Each was a possessor of real conviction and not merely one who practiced double talk or was swayed by every wind of doctrine.

Ethics and Facts

A second aspect of this training for moral and ethical responsibility is the teaching of fact and inferences from it. The assumption of our democracy is that if the people have ample information, they can be counted on to make reliable judgments. Because propaganda is everywhere today, because the mass media are accompanied by so much coloring of the case, because we have invented the gadgets that facilitate easy distribution of facts, we have more and more national need for training in ferreting out the facts and in increasing general knowledge, especially of political problems.

One of the early and continuing projects of every debate instructor, then, is to teach his members answers to two questions, "What is the fact in this case?" and "What valid inference can we draw from it?"

The process of teaching facts is hard. Any honest acceptance of the information as we find it is the highest duty of the scientist and of the debater. The temptation to partial interpretation, to ignoring the negative cases, of similar distortions so as to make a persuasive case is strong. Moreover, the way to libraries is sometimes long; the pursuit of elusive statistics is painful. The researcher is tempted to substitute a bit of imagination as every bad propagandist does.

*For instance, the debating clash between State Senator Eastwo'd of Washington and U. S. Senator Dirkson of Illinois over the seating of the Georgia and Texas delegations. —Ed. Note

Ethics and Clear Statement

A third aspect of this training for moral and ethical responsibility lies in teaching the simple, clear-cut statement of what the debater believes and intends. The genuine debater is to be unalterably set against double talk, ambiguous phrasings and similar language distortions. Negatively, this ethical attitude means that the debater will refuse to argue in public (over the air, for example) for a proposition that he does not honestly accept.

Albert Beveridge, who sacrificed his senate future when the evidence shows that he probably would have carried on with more political success had he fitted in more completely with the political powers, said, "Never under any circumstances or for any reward tell an audience what you yourself do not believe. To do so is immoral and worse—it is to be a public liar."

In the midst of this 1952 campaign we have had and will have many examples of politicians who are using weasel words and vague statements — to gather as many votes as possible. These political debaters, for example, are all for balancing the budget (when they can) and of reducing expenses. All are for adequate military preparedness, of maintaining labor's right, for equality for all Americans, for the American heritage, justice, and general welfare. The glittering generalities that will appeal to all are evident.

We debaters suspect that these broad abstractions, unaccompanied by concrete details, are bad semantics, bad thinking, and sometimes plain chicanery. Truman referred to the G.O.P. as meaning "grand old platitudes." Well, Grand Old Platitudes are too often the stock in trade of all parties. In any case, we want debaters in the interest of honesty to state clearly and simply what they mean—so clearly that all followers of Mr. Rudolph Flesch, with his formula for Plain Talk, will understand.

Ethics and Name Calling

The fourth suggestion for strengthening the moral responsibilities of the debater is that he should subscibe to and live up to a sort of hippocratic oath in the realm of debate. I propose that this oath be a code which would pledge him to minimize the practices of bad propagandists, especially the name calling device. He would attempt to control his tendencies to overaggressiveness and assertiveness and substitute attitudes of genuine good will.

What of the political debaters at Chicago and up and down the land as they charge at each other before the November skies clear? These arguers are hardly examples for our debating youth. Why not? Simply because these stump orators resort to unmitigated eulogy of their side and their personalities, and unqualified denunciation of their political foes.

The Democrats, by their own admission, are simon-pure paragons of truth, frankness. They are agents of all prosperity and progress. The Republicans, according to the oratory of these Democrats, are neolithic. They are ragged individuals, power hungry politicians, barefoot boys of Wall Street.

The Republicans, on the other hand, if we accept their analysis of themselves, have a monopoly of brains, wisdom, and virtue. They are the happy and exclusive heirs of Washington and Lincoln. The Democrats, on the other hand, according to these same Republicans, are mostly crooked bureaucrats, socialists, and—whisper the word, really communists in sheep's clothing. They harbor wars, sell out to Murray and Reuther, block free enterprise, and pile up astronomical debts.

Self criticism, admission of their own limitations and even errors of policy, never occur to these political debaters—even though Adlai Stevenson, at Chicago on Monday, (July 21), so recommended.

My proposition is that debaters, through their training in debate and discussion, develop open convenants with good will and cooperation. Here again Aristotle is with us. He held that good will is one of the three essentials for anyone whose personality would count with an audience. I propose that the motive controlling the debater's thinking and communication should primarily be

that of genuine cooperation with the human beings around him; that debate victory be secondary to the wise and generous channelling of arguments and appeals that reflect democratic rather than authoritarian leadership. I further propose that critic judges be alert to recognize these traits that stamp the performer whose every tone and action express this dedication to such social ideal. If these practices are carried out, less verbal mudslinging and demagoguery should crop out in future political and other debating.

Ethics and "Truth"

One other trait of character-personality adjustment should the well-trained debater demonstrate. He should square his arguments with the highest standards of value. That term, I agree, is abstract. May I translate a bit. Our debater should measure his concrete arguments against goals that are socially the best that our Western civilization has embodied. What are some of these fundamentals? They include respect for the personality of every other human being; the solidarity of all races; the leadership of the more fortunate in sharing with the weak the benefits of the common productiveness; and the common progress toward that "good society" of peace, equality, and brotherhood.

This debater's aim is always to seek and interpret Truth—or whatever he regards as truth. As John Milton put it, in arguing before the British parliament in 1644, for free speech and press, "Who knows not that Truth is next to the Almighty? Truth needs no policies, no licenses, no strategems, to make her victorious!"

It is this high school or college debater's attitude toward these spiritual concepts, laid down in our literature, histories, and total culture, that will furnish the dynamic for his intellectual honesty (expressed through his discriminating handling of facts and inferences); and his moral stability (expressed through his sincere handling of emotional drives and personality proofs).

Can we teach these high principles? My talk makes no room for details. But every teacher of speech, discussion, and debate, knows the weight we attach to well balanced personality. We work to reduce the exaggerated egos and the anti-social members. We are familiar with the methods, demonstrated by our experience and experiments, by which both intellectual and emotional-ethical traits may be wisely directed.

What is our conclusion? Our faith is in the efficacy of our speech and other teachers. Our further faith is that among the millions pouring through our schools and colleges, many will be touched by this educational idealism and philosophy. They will be robust in dealing with knowledge and wisdom. They will be effective in communication, motivated by good will and by sincerity and honesty. They will be adequate for the times.

This is an age of danger—but by no means an age of defeatism.

American Debating: Beginning a Codification of its Rules and Customs

AMERICAN DEBATING
By E. R. Nichols

Editor's Introduction—Although I have been for many years what is commonly called in academic circles —a Debate Coach—never in my life have I ever seen a Codification of the Rules and Practices of Debating. As far as I am concerned it is all a matter of tradition, and ancient customs still pursued. The most remarkable thing about it all, is that its rules, customs, and practices prevail without serious divergence or difference throughout our great nation. It is true that we differ somewhat from our English cousins or should I say our British brethren, in the rules and conduct of debating, which must be a common inheritance from the ancients or our ancestors. It has occurred to me that we should have a Codification of the Rules and Practices setting forth what we have inherited and pointing out notable variations and national differences. This I propose to do. In the beginning there will be no doubt many serious omissions which will have to be corrected later. Additions will have to be made and customs recognized which may at first escape my knowledge and recollection. In other words I shall need suggestions, corrections, and additions from other coaches of debate and other followers of the gentle art of controversy.

1. Debate. What is it? It is a written or oral presentation of the case for and against a definite proposal, proposition, action, or legal action to be taken or approved after a thorough discussion in an academic or legal assembly of all the facts, arguments, testimony and authoritative opinion obtainable and presentable.

1. Types and Kinds of Debate. There are several types and kinds of debate. To begin with there is legislative debate, academic debate, which has many types, American debate and English Debate, and International Debate. There is Joint debate, contract debate, league debate, tournament debate, and traditional debate, cross-question debate, direct clash debate. The distinguishing thing is the procedure or customs followed, the rules observed, and the kind of organization or group sponsoring the debate, and the purpose to be accomplished.

3. Subject. There must be a subject for a debate. It is usually called a resolution, a proposition, a question, a proposal for action. It must have two sides, one for action—called Affirmative and one against, called Negative.

4. Resolution, or statement of subject. A debate resolution or statement is a formal wording of a debate proposition, such as: Resolved, that Japan and the United States should sign a treaty of mutual defense.

5. Contract. A debate contract is an agreement to debate a stated resolution or proposition at some definite time, place, and according to rules agreed upon by the participants. First, the subject for debate is mutually agreed upon, the time and place set, and the rules governing the event are agreed upon. This

forms what is called a debate contract.

6. Sides. There are two sides in a debate. The side advocating the proposition agreed upon called affirmative, and the side opposing the proposition chosen or agreed upon, the negative.

Affirmative. The affirmative advocates the side for or in favor of the proposition.

Negative. The negative advocates the side opposing the proposition or resolution.

The Sides. The affirmative being on the side for the proposition speaks first and presents what is called a constructive case. The negative speaks second and is expected to answer or refute the affirmative case with a constructive case of its own. The affirmative speaks again answering the negative, rebuilding its own case, and challenges attack. The negative takes up the response, answers the affirmative and refutes its rebuilt case, by rebuilding and restating its own case. This duty of the sides is traditional and constitutes what is called a debate. It is customary for the affirmative to speak first and last, the negative speaks second and next to last. The affirmative is entitled to the first and last word according to custom and centuries of tradition.

7. The Burden of Proof. This is a technical term in debate applied to the heavier weight of evidence, or the more skillful statement of a debate case. The burden of proof is usually assigned to the affirmative. However, the Negative can assume the burden of proof in many ways. Among them are making a statement that cannot be accepted without the support of evidence, proof, authority, or agreement. In fact, the burden of proof is the establishment of the greater or heavier weight of evidence for or against a certain proposition. A debatable proposition can never be absolutely proved or established. It can be established one way or the other by one side gathering and presenting the greater weight of evidence and argument in the opinion of the judge or judges. A debate is in reality a contest to win the favorable opinion of the judge. His decision determines defeat or victory for one side or the other. For this reason a debate must be conducted according to fair rules and agreements which should be familiar to the judge officiating. Only in this way can results be satisfactory, and the judge escape criticism for bias or incompetency. A judge should always find out the basis or rules and agreements upon which his decision is supposed to be rendered in order to avoid injustice and misunderstanding.

Duties of the Sides

8. Proof. How does one prove? A proposition is proved by the use of evidence, facts, testimony, and the statements of experts or authorities. The affirmative summons known truth evidence, and opinions of experts favoring the case for the proposition. The negative does the same thing for the case against the proposition. The case presented by each is called proof. The affirmative proves by summoning all the favorable evidence, statements, testimony and opinion for the resolution and the negative refutes by presenting everything unfavorable that it can find.

9. Evidence. Evidence is anything such as an incident, proof, opinion, statement, happening that tends to establish a case for or against.

10. Authority. Is any statement or bit of evidence or proof that tends to establish an affirmative or negative case. It is usually the opinion or statement or a quotation from the writings of some individual who by his reputation or calling is ranked as an expert. He is one who by calling, training, or occupation is in a position to know and to judge the truth and set it forth. In other words his opinion or statement carries worth and is deferred to by all concerned.

11. Order of Debate. American debate presents two sides which are represented by two teams; one for the affirmative and one for the negative; one favors the proposition and the other opposes. The affirmative opens the debate and presents the case for the proposition, and the negative speaks second and refutes the case of the affirmative by presenting its own constructive case and by refutation of affirmative argument.

The debate continues in this way, affirmative leading and presenting its case, the negative following and presenting its answers and refutation. In the socalled rebuttal speeches the order is reversed and the negative speaks first and the affirmative closes, following the negative throughout the rebuttal period.

12. Rebuttal. A term for the shorter speeches and second appearance of each debater on the platform. It is by nature an answering speech, and is made to destroy the opposition's argument and position. It is not allowed to contain new evidence. It must be hinged completely upon evidence already entered in the debate in previous speeches. Rebuttal is a synonym for refutation or answer that destroys previous evidence.

13. Decision. A decision is made after the debate to determine which side won the argument.

14. Judges. The judges render the decision. There can be a Board of judges, say three, five, seven or any odd number in order to have a majority vote. There can be one judge, called a Critic judge as he may analyze the debate, criticize the speakers, and explain his decision. A Board of judges is the traditional method of deciding debates. A critic judge is a more recent invention. This place is usually taken by a coach or director of debate in a tournament as he qualifies as an expert in the minds of all cconcerned. An audience vote on the debate is another common way of getting a decision. The vote is required to be on the merits of the debating and not on the merits of the question at issue. A judge who votes on the question and not on the debating is an incompetent judge and is open to severe condemnation. He has a right to weigh the evidence but not to weigh the question at issue. The judge who, at the end of the debate, consoles the loser with the remarks: "Well, you did well, my boy, but you couldn't expect to win on the wrong side," indicates immediately that he has not obeyed the rules a judge is expected to follow. He has judged the issue at stake and not the case the two sides have presented. He is not likely to be asked to judge again, for both sides want an honest and unprejudiced decision.

15. Qualifications for judging. A good judge should be a man of character and good reputation, with familiarity with debating, with the question at issue, with the history of debate and controversial discussion, and a man of education and prominence in the community. He should be a man or woman who commands respect, because of position held or place occupied in the community. He should be neutral, that is not connected in any way with the teams debating or the institutions that they represent.

16. Definitions. Definition in debate is a technical term. The terms of the debate are subject to definition. For instance—a fact is a truth. An argu-

ment is an arrangement of facts and evidence, called a case, which seems to prove a statement or point of view or the contentions of the debater. An impartial judge is expected to render a just decision based on the arguments he has heard the debaters make. He must pay a great deal of attention to definitions of terms and the statements of arguments upholding them pro and con. A definition, once accepted, can swing a debate one way or another, as it is a foundation upon which a debater must build. Although a wrangle over the meaning of terms is sometimes disagreeable and unpopular, still the debater must at times do this, to protect himself from misrepresentation and injustice. A judge should take notes on definitions or fix them in his mind. He may have to decide the debate on the definitions he accepts as proper and appropriate. This is the reason the judge is often condemned. He has not shown due regard for the truth as presented in definitions.

17. A Forum Discussion. A forum discussion differs from a debate in that it is an informal conversation in which individuals participate, not as organized teams, but on their own. In debate the members of a team must agree and must work together for the same end. In discussion they are free to express their own opinions without regard to side or the views of others. Forum discussions are often held after a debate and the right to speak is opened to the audience or listeners, who may argue or ask questions as they please.

18. Personalities. Debaters are expected to talk on the subject or proposition before them and not to make personal remarks about their partners or opponents in the debate. Often this is a temptation as humor can be created easily in this way. However, such personal attacks or remarks are considered unfair and in extremely bad taste.

19. Sportsmanship. Sportsmanship is a synonym for fair play, courteous and honest attitudes, just and unprejudiced manners and attitudes, and is expected from debaters at all times. A debater must not make derogatory or slurring remarks about his colleagues or opponents on the platform either for serious or humorous effects. He is expected to be courteous and well mannered at all times.

20. Challenging evidence or statements. The debater has a right to challenge the statements or evidence submitted by his opponents. He may demand proof or retraction, although this is seldom done. It is understood that a debater making a statement or remark must be prepared to defend it, prove its truth, or apologize for its introduction into the debate. Although seldom used the challenge is a safeguard to insure honest and dignified statement of argument, proof, or evidence. A debater does not dare express an opinion he cannot support.

21. Quotation. A debater making a quotation from an authority must be prepared to give the reference where the statement was found. It is better that he have the book or magazine present to which he is referring. If this is impracticable, he should have the quotation accurately stated on a debate card with the **exact** reference to the source from which it is taken. A failure to do this is serious and may count heavily against a debater. The writer remembers a time when he took his team on a long trip. The opposing team challenged a remark which they had been waiting for because they knew we could not carry many books along. My debaters got out of the difficulty by explaining why they could not carry their library across country but many judges would not have accepted their explanation, and would have demanded the submission of the exact authority.

22. Generalization. A generalization is a broad statement whose truth is fairly evident or acceptable on statement. It is a truth which requires no proof because it is so palpably evident. A rash generalization that cannot easily be proved or is awkward to answer should be avoided. In other words it is not safe to bluff for effect; it is easy to get caught presenting a bluff. An unanswered inquiry about a bluff can be fatal in a debate. If the judge gets the idea that the debater is bluffing or insincere he will pay for it in the decision. Debating requires high ethical standards.

23. The Speakers or debaters. Each speaker has two speeches in the course of a debate, a constructive speech and a rebuttal speech. The constructive speech is given first and is longer than the rebuttal speech, say they are 10 and 5 or 12 and five. They may be whatever the debaters agree upon or the rules of their league call for. The time and number of debaters govern the length of a debate naturally. The usual time of an academic debate is one hour. A legislative debate may be limited or not as the assembly decides. Speaking over time is resented in any assembly voluntary, legal or organizational. Speeches in debate are limited and prescribed in order, and the debater must be careful to stay within his time limit. Usually there is a timer who holds a watch on proceedings.

24. Questioning. The debaters have a right to question one another. They have a right to demand the authenticity of argument and evidence, to challenge evidence and to demand its source. Questions may be prepared ahead of time and presented in writing. Answering questions is good tactics, and a failure to do so bad tactics, for the judges may decide that the speaker is bluffing, does not really know the answer and has deliberately planned to get away with a trick of some kind. The debater does not dare to allow the judges to think that he is deliberately refusing to answer questions, or that he is cheating or bluffing. In case he does he is likely to get severely penalized. He will undoubtedly lose the debate.

25. Terms of the question. (See No. 16.) Definition of the terms of the question is an essential in debate, as we have already stated. Defining is an affirmative duty and privilege, but if not satisfactory to the negative they have a right to state their view and to question the affirmative position. There is no requirement that the negative be bound by affirmative definitions. They have a right to their own, and may challenge the truth and authority of the Affirmative. If after discussion the two sides still disagree, it should be left to the judges to decide without occasioning too much of a wrangle. The judges may decide immediately or at the end of the debate. This is a matter of the rules the debate is under. Once a decision is made both sides are expected to accept it and abide by it. It is well for the judges to decide such issues as they arise rather than postpone them to the end of the debate. If the decision on the issue is likely to affect the decision of the debate it is doubly true that the decision should be made immediately. Such matters do not usually arise, but at times they do.

The writer remembers a time when such a matter arose in a debate he was judging. One side lost its temper and went to the Pi Kappa Delta National headquarters immediately to register a complaint.

The writer met them as he came in to report his decision. The two debaters cornered him immediately and began to complain and charge unfairness and the right of the judge to interfere or ask any questions of the debaters. I shall never forget their faces and their astonishment when I asked them if they didn't want the decision. They were chagrined, and apologized profusely for mistrusting me. They thought they had lost the decision, and were they hot and bothered!

26. Summarizing. Final speeches on either side should sum-up and re-state the case for the side, giving what has been established, what refuted and destroyed, and what remains to be discussed. This is a good way to refresh the judges mind on the trend of the debate and to keep the important facts and issues definitely before him. In this way the judges get a good picture of what the side believes it has done, and the decision may be rendered easier and more appropriate to the progress of the debate. A summary also aids the audience to keep track better and to follow the debate easier.

27. Documents. The presence of documents on the debater's table is always an advantage when possible. The document can be cited, read, presented to opponents and used to disconcert the opposition if they have not played fair, have misquoted, or twisted meanings. A document presented or referred to must be left available to the opposition. Once presented it is in the debate to stay and may be used by either side. This applies to maps, graphs, as well as books and publications, or visible evidence of all kinds.

28. Communication during a debate. Debaters should not whisper to each other but communicate in writing during the speeches. Whispers may become annoying and disturbing. They may also appear extremely discourteous, whereas written communications may pass unnoticed and annoy no one. Teams should always be careful about proper decorum.

29. Courtesy. The speakers or debaters should be extremely careful to avoid any action or conduct that might reflect upon their gentility, fairmindedness, or proper conduct. Sarcasm and irony are frowned upon in debates. It is always wise to appear considerate, fair, and gentlemanly or ladylike. Deference and courtesy always make a good impression and please the audience and judges, and don't think they do not notice the little things they see and hear as well as the big and more important ones.

30. End or Purpose of Debate. The end or purpose of a debate is to reach conviction or belief. An audience wants to know what to believe and will get its answer from the speeches and conduct of the debaters. For that reason unwavering integrity is demanded of debaters. The debater does not actually have to believe all he is saying, but it is much better if he does. He avoids insincerity if he stays by his own convictions. He is not violating honesty and principle by stating a case in which he does not believe. Sometimes this is necessary in debating, and is not to be held against the debater if he makes the best case he can on a side in which he does not believe. Coaches differ over this situation. Some believe it is immoral to debate upon a side in which you do not believe. Others accept debate as a school exercise such as reciting in class. One does not have to believe everything in a book to tell the instructor what he found there. A debater who is not trained on both sides is likely to become a bigoted and overbearing imposter who is always right, and a big enough ass to believe just that. No one is ever always right. Anyone can be wrong. It is truth that counts, and the debater who stays within the truth in setting forth his side of an argument has done nothing reprehensible, but has helped the hearer greatly in making up his mind about a controversial subject.

31. Ethics of Debating. It is unethical to misquote or misrepresent in debate. A debate is the weighing of truth against truth to determine which is the greater or more important truth that should be followed. It must be remembered that nothing is perfect, and that any action may have drawbacks or points against it. It is the greater good that is being sought in a debate, and the debater is trying to show that his side holds the greater truth or benefit to all concerned. Cheating to win in a debate is as serious as cheating in any game or sport, if not more serious because it affects what people may come to believe.

32. Nature of Debate. Academic debate as practiced by schools and colleges belongs to the class of interscholastic and intercollegiate sports or contests. It is of course, by nature an intellectual rather than a physical sport. As a sport, however, it must be governed by rules, and played by sportsmen who obey and are loyal to the rules.

Legislative debate however, is not a sport. It is serious and deadly in earnest. When a bill is passed it is proper to consider the reasons for and against. These are expressed in arguments upon the bill pro and con. The judges in this case are the legislators themselves. Theirs is an audience decision based upon whether the action should be taken, and not on the merits of the debating as in academic debate. The merits of the debating can of course be very influential in making up the legislative decision. It is because of this that training in academic debate is valuable to the legislator, and is an important thing in a training for democracy.

Recent Debating. The writer cannot close this article commenting on debating and its techniques without referring to the fight in the Republican Convention over the seating of the Georgia and Texas delegations. This developed into a spirited contest enjoyed greatly by the television audience. One of the finest examples of stating the facts and appealing to the sense of justice of the delegates assembled in the convention was presented by a young man from the State of Washington, who led the minority faction, State Senator Eastevold (pardon Senator if the name is not spelled correctly.) His chief opponent was Senator Dirksen of Illinois, who is a National Senator. Senator Dirksen's idea was to appeal to the loyalty of the convention to The National Committee and to the National Convention's own Credential Committee, which had seated one of the contending delegations. He did not wish to see the decision changed by a minority report of the Credential Committee. The real crux of the decision was that one delegation favored one candidate and the rival delegation

1952-53 NATIONAL COLLEGE SUBJECTS

As of August 15, 1952, the Committee on Intercollegiate Debate and Discussion of the Speech Association of America announces the results of the preferential poll to determine the proposition and the question for nation-wide use during the season of 1952-53. As shown by the tabulation herewith, the Debate proposition is:

Resolved: That the Congress of the United States should enact a compulsory Fair Employment Practices Law.

The Discussion question is:

How can we most effectively combat the threat of communism?

If circumstances require a change during the season, the Committee may, by a three-fifths vote, alter the wording or move to a second-choice proposition or question. Any "official" interpretation is forbidden. Your representative on the Committee will be pleased to supply further information concerning the rules under which we operate. Questions may also be brought up in the open meeting of the Committee during the national convention.

Respectfully submitted,
WILLIAM HOWELL
(Delta Sigma Rho)
GLENN JONES
(Phi Rho Pi)
LARRY NORTON
(Pi Kappa Delta)
GLENN MILLS
(S. A. A.)
T. EARLE JOHNSON
(Tau Kappa Alpha),
Chairman.

RESULT OF THE BALLOTING

Totals	DSR	TKA	PKD	PRP	Unaff.	Rank
Debate Propositions:						
Resolved: That the United Nations should withdraw its military forces from Korea	97	106	178	56	117	554	4
Resolved: That the Taft-Hartley Act should be repealed	121	134	221	71	121	668	2
Resolved: That the Congress of the United States should enact a compulsory Fair Employment Practices Law	143	122	260	86	134	745	1
Discussion Questions:						
What can be done to utilize the educational potentialities of television?	105	93	199	64	102	563	4
How can we most effectively combat the threat of communism?	142	181	219	62	127	731	1
What should be done to improve intercollegiate athletics in the United States?	101	118	207	83	104	613	3
To what extent should power be concentrated in the Executive Branch of the Federal Government?	112	138	235	74	127	686	2

NOTE—Each first-place vote counted as four points, each second-place as three points, each third-place as two points, and each fourth-place as one point.

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favored the other leading candidate. The clever argument of State Senator Eastevold, based upon the truth, the facts, and upon justice as he saw it, prevailed in the convention vote in spite of the biased argument that the Democrats, favoring one of the leading candidates, had taken part in the Republican primaries. His rebuttal was a classic: How can the Republican party grow in the South, without admitting Democrats! The convention not only had a good laugh, but followed up with its vote. The entire debate was an excellent example of how truth can cut down prejudice, justice deflate bombast, and sincerity put hot air to flight!

HOW TO GET AUDIENCES FOR FORENSIC MEETS

By Floyd W. Chapman
Director of Debate,
Whitworth College

We can increase the attendance at forensic meets by cooperation with the administrative authorities in our schools.

Is an audience important at a forensic meet? Yes, an audience is important; however, not from a monetary view, for rarely if ever is a charge made for a forensic meet. The need of an audience is of course for the speakers to have contestant-audience communication.

Why are the audiences at forensics meets limited? The answer is due chiefly to poor advertising. Little, if any attempt is made to encourage attendance. Posters announcing the meet are all too often a rarity. Newspaper stories concerning the teams are also rare. The use of radio as an advertising medium often remains unexploited. The most valuable resource we often overlook is enlisting the cooperation of the school administrator.

There are many means of gaining interest in forensics. These we should study separately and completely.

Where should the forensic meet be held? This is where the administrator can aid. He is well trained in the proper use of school space. He will, if we have the foresight to schedule our meets on a regular school day, provide us with an audience of students to audit the debates. The administrator has been trained to consider such problems as lighting, space, scheduling. The administrator must be taken in on all our plans, he is the fellow we work for, he can and will work for us. The administrator, with a few well chosen words from the director, and these we as speech teachers should know how to choose, will take over the entire planning of the location of events.

We must furnish the administrator with the following data:

1. Number of schools participating.
2. Number of events to be scheduled.
3. Day or days desired for the forensic meet (two weeks in advance if possible.)
4. Cumulative records of schools participating. If the adminis-

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Speech at The Round Table

By John W. Keltner,
University of Oklahoma

Speech conventions are fun. Whether they are local, state, regional, or national, they are the clearing house for our professional interests. I wonder, though, if we are getting the most out of these meetings. If I could add the number of hours during which I sat passively listening to papers on various phases of speech I would be astounded at the result. If I could list the number of meetings of the traditional "sectional" type that I have "sampled" for a few minutes and then departed, I'm sure I would be ashamed of myself. Many hours of preparation certainly went into the papers that were being read. Some of the meetings were stimulating and exciting. Others were dull and uninteresting. I usually went away from even the most dull ones wishing that there would have been more opportunity for the cross fire of discussion and dialectic . . . and some argument, too.

I've attended other meetings called "workshop" conferences. Here the entire time was spent in discussion-type meetings. While I must admit that these were somewhat more stimulating in terms of my own participation, I often felt that the preparation and the depth of content in these meetings were not all that they should be. So in recent years I've observed with some pleasure the development of a type of convention program called the Round Table. It is not a new type of meeting in any sense of the word. Much is yet to be done to make it an effective meeting type. Yet there appear to be some valuable contributions that this type of program can make to conventions and conferences where a judicious mixture of a reading of papers and a discussion of problems is desired.

Let's take a look at this Round Table business and examine some of the methods, problems, and values.

One of the main criticisms of the standard convention type of program is that by passively listening to speakers we are not too actively stimulating our creative thinking. One of the objectives of a good convention meeting is to stimulate our thinking along the lines of our special interests and subject. The studies in listening and in motivation suggest that such passive listening to speeches does not usually stimulate great individual effort on the part of the listener. He must carry on some other activity in order to produce a creative and productive effort of his own. There is some reason to believe, then, that a convention aimed at something more than merely giving the speakers a chance to be heard will concern itself with those aspects of motivation and listening and participation which would aim at creating more interest and productivity on the part of those attending.

There is another need that I think our conventions face: a more direct personal involvement of every member in our profession with the research and the problems of our work. I have a feeling, as I move out around with my friends in speech, that there are too many of us on the margin of our business. Too many of us as directors of speech activities find our interests too limited and frequently wandering from the purposes of speech training. We marginal ones, then, need to be drawn into an active and personal involvement with the problems of the total profession.

There is another responsibility we face in this respect: we need to get more of the INTERESTED people involved in the WORK of our professional organizations. One need only look back over the programs of the national and regional conventions of the last five years (or any five-year period for that matter) and notice the same names and the same speech topics in convention after convention. I have no objection to hearing the same guy speak twice so long as he speaks on different subjects and interests and stimulates me each time. I do have an objection to hearing the same person give the same old speech with maybe an added joke or two at every convention year after year. That, I think, is not only poor programming, but it also indicates a poor percception of the needs of the people in the audience.

There are other needs that are equally pressing. I mention these only because I feel them to be of some importance in regard to the purpose of this paper. What kind of a convention program unit can be devised that will provide us with stimulation and motivation to seek deeper into the factors of our profession? What kind of convention will provide us with an opportunity to thing together and become intelligently involved with the problems facing speech? I suggest that the Round Table as it is now developing presents an interesting possibility for one type of convention procedure that will meet these needs.

There are several examples of Round Table meetings in speech conventions during the past two or three years that give us some idea of the ways these programs may be built to suit our needs. The National Discussion Foundation (now the Committee on Discussion and Group Methods) of the S. A. A. pioneered a Round Table at the national convention in New York in 1950. Other similar meetings have been held at the conventions of the Speech Association of the Eastern States, Central States Speech Association, and other meetings. In general, the objectives or purposes of these several meetings might be classified as follows:

1. To secure the involvement of skilled people in special problems facing the profession.

2. To provide an opportunity for an informal exchange of ideas about specific problems.

3. To stimulate further study and research on specific problems.

4. To enable a more critical, on-the-spot examination of some of the ideas in respect to the problems that are of interest to our profession.

This says nothing, of course, about the entertainment or the value of personal association that comes with face-to-face cross examination and discussion. These are certainly desirable purposes and to achieve them would be indeed a worthwhile project for any convention or conference.

The Round Table is a well-known type of meeting on the American

scene and is consistent with the doctrines of free speech and the objective examination of problems. It is in no sense a new or fancy device to be applied with jargon and "mumbo-jumbo". There are, however, some basic understandings in regard to the development of this type of program that are important.

In most cases the participants in such a meeting are selected by invitation. That is, people who take part are carefully chosen by the planners. This appears to be an important aspect of the business. It appears to be unwise to bring in people as participants who are not interested or prepared to discuss intelligently the problems posed. This, of course, does not eliminate the observer or casual passerby who wants to drop in for a few minutes and watch what's going on. But is does suggest that in the selection of the actual participants care must be taken so that people with similar interests, special skills, and knowledge are sitting face to face with one another.

The leadership, too, must be carefully selected. It is unwise in the selection of leaders to use people who have prestige but no discussion leadership skill. The best type of meeting leadership will have both prestige and conference leadership "know-how". This, however, is an almost impossible combination to find in any large amount. Therefore it is usually wiser to select people as leaders who have some reputation for ability to lead groups of people regardless of their status or prestige. In short, the Round Table leader should be a "procedural technician" who is skilled in working with people in a discussion situation. This is preferred to the person who is a subject-matter expert but knows very little about how to work with people in conference.

In some meetings the Round Table is continuous for several days, recessing only for eating, sleeping, and matters of entertainment. In other instances we have noted one or two short sessions of a half-day each. In some of these instances each of the sessions is planned around a different problem topic. In still other instances the basic agenda is drawn up beforehand and the time schedule for the sessions is planned at the first meeting of the group. This latter type is an interesting procedure whereby the participants are made more directly responsible for the immediate planning problem.

Let's examine more closely some of the problems in planning a Round Table.

One of the first big jobs that we mentioned above was the recruitment of participants. You recall we suggested that the members be selected carefully. This, of course, brings us to some of the problems of selection. It has been my experience that those members selected for their ability to give great public speeches do not always turn out best in a discussion. I would suggest the following criteria in recruiting members:

1. Are they interested in the topic?
2. Have they done anything in this field that is in need of examination by others outside their own area?
3. Are they people who are interested in research and in stimulating new research and ideas?
4. Are they people who are willing to sacrifice some of the pleasures of "sectional meeting sampling" for the longer, more concentrated thinking that must go in a Round Table session?
5. Are they the kind of people that will assume personal responsibility for the success of the meeting without having to be pressured into a job?

The selection of the members should be done by a committee composed of capable people who are familiar with many members of the profession in the particular area being examined. This planning committee needs to start its process of selection approximately nine months to a year in ADVANCE of the meeting. Correspondence explaining the purpose and nature of the meeting and the clearance of materials in preparation for the meeting should be handled by this committee. While it is necessary to make the personnel of the group more or less select, it should not be the purpose of the planners to eliminate from consideration any person who might have any interest in the problem involved and who would make a valuable contribution. Thus, the early correspondence should be aimed also at arousing the interest of people who would wish to take part. In that respect letters to the chairmen of the various departments in the geographical area involved are very valuable.

Some four or five months prior to the meeting the membership roster should be fairly well completed. The most effective size groups should not exceed twenty persons. A roster list should be prepared so that all members will know who serves with them.

Next in the order of business is the preparation of the agenda for the conference. Preparing this agenda may be approached from several directions. One of the most effective methods is to ask members of the Round Table to submit items that they feel should be considered. These items should then be screened by the planning committee, arranged into some logical sequence, then resubmitted to the members for additions and corrections. When these have been received, the agenda can be tentatively established.

It is usually apparent that agendas are often too long for the time available for the meeting. In such cases the planners should make ample opportunity available for the members to change the agenda at the opening of the session.

The next step in preparation involves the distribution of special materials, papers, or bibliographies relating to the subject. These should be collected by the planning committee and other members of the group working cooperatively and should be made available to the total membership. It has been quite helpful, in several cases that we have noted, to collect reprints and special articles written for the occasion. These articles and reprints should be distributed far enough in advance so that members of the Round Table have ample opportunity to examine them and to use them as starting points for further study. This stage of the process is a very valuable one and requires a careful and intelligent selection aimed toward material that is provocative and stimulating.

The time factor for the actual meeting is always a subject of much concern. As much time as possible ought to be scheduled on the calendar for the meetings. When the Round Table which is part of a larger convention, as in the Speech Association of America's national convention or any of the several regional meetings, it would be helpful to schedule the day preceding the opening of the general convention. Another schedule might include two or three half-day sessions through-

out the convention time. It has been my experience that the Round Table gets the best results when it does not compete directly with many of the sectional meetings that have similar interests. In any event, no meetings should be less than two hours in length and the most desirable is three hours with several breaks.

We mentioned above the matter of leadership during the actual session. In several instances, we have discovered that it has been helpful to shift the leadership among two or three persons. This gives an opportunity for several different types of leader performance in the group. There is some merit, though, in using a single leader for the whole session. The leaders in any case will face several problems. One of the most difficult will be that of keeping abreast of the agenda and maintaining a high level of interest and productive participation. There again it is apparent that leader skill in the techniques of getting group participation are highly necessary. Another leadership problem of some importance is concerned with the agenda. No leader should feel that the agenda is absolutely frozen. As the leader senses the will of his group the agenda should be shifted and changed so that it meets the dynamic characteristics of the problems being discussed. The leader should also make it a point to see that the materials made available to the group are brought into the work of the meeting. In no instance, however, should the materials be hauled in bodily without any purpose or context. Any material that is used should be as a supplement and foundation for dealing with a problem rather than as an end in itself.

Often the problem faced by a Round Table may be of such practical nature as to suggest some line of action coming from it. A discussion, for example, of the organization of our national and regional groups might well result in some action or action decisions at the end of the meeting. In such case the leader and planning group should assume responsibility that these actions taken are administered or that the group sets up the necessary executive organization to carry out the wishes of the Round Table.

The terminal operations of the group should be precise and on time. The meeting should not run overtime except by the wishes of the members. If it is possible for the chairman and planners to direct the discussion so that they come to a reasonable termination within the time limit, it should be so directed. The leader, however, should assume responsibility for helping to arrange the agenda to fit the time that is available.

Another aspect of planning involves an evaluation of the meeting. Every Round Table should be studied and tested for its strengths and weaknesses. The best procedure so far has been to assign a special committee on evaluation at the same time the planning begins. This committee makes a study of the planning and the work of the meeting itself. Special questionnaires, reaction sheets, interviews, and the like may be used in making a complete and precise assessment of the experience. This report should be submitted to the planning committee and to the sponsoring organization for use in subsequent efforts at Round Table planning.

What we have suggested here is a brief outline of procedure in setting up a Round Table within a larger convention situation. It does not eliminate the use of the same procedures wherein the meeting is the sole program unit.

We mentioned once before the possibility of observers and visitors watching the procedure. This may be encouraged and wherever possible the observers and visitors may be invited to take active part in the discussion so long as they do not disrupt the proceedings. It has been noted that the casual observer or visitor who sits in for part of the session or who slips in and out again loses the train of thought that the group is following. In such cases he has to be brought up to date on what has taken place before he can take an intelligent part in the deliberations. Thus it is advisable that observers and visitors be encouraged to remain for the entire session. Special consultants, too, may be invited in to testify on given problems as they arise. These consultants may be officers of an association or special workers that have special information of importance to the group at a certain time.

There are many dangers and limitations to the Round Table type of meeting. It is in no way aimed to take the place of the usual sectional meetings. The sectional meetings may well serve as a preliminary to the Round Table or as a follow up of the work done. I personally believe that the sectional meeting is more valuable as a preliminary session. In such case the scheduling for the meeting should dovetail with the rest of the convention period.

One of the major limitations of this type of meeting is that it does not allow for a wide "sampling" of ideas on different subjects. Its main purpose is to concentrate thinking on a given problem and in that respect it should not be viewed as a substitute for the sectional meeting, which traditionally covers a considerable latitude.

Again, one must recognize the general limitations of discussion itself. No Round Table can be successful unless the members come PREPARED. It is my observation that the more effective Round Table meetings require much more preparation than the usual ten- to fifteen-minute speech in any sectional meeting. Unless the members are willing to engage in this preliminary preparation, the values of the meeting are considerably reduced. There is no value in a "pooling of ignorance".

So what is the future of this type of meeting? Briefly I would say that it fits into those national, regional, and local conferences where the personnel is concerned with specific professional problems. It fits particularly well where the sharing of ideas leads toward some decisions or deeper understandings on a given problem.

One of the major purposes of any convention of the type our profession has engaged in has been the education of its personnel in one fashion or another. Insofar as our profession is thus engaged in such educational pursuits it seems reasonable for us to assume a closer interest in the methods and procedures whereby true learning and true creative development of ideas may take place. It is believed that the Round Table type session can work effectively as part of the program of the traditional convention. It is believed also that it will add considerable spice and interest to such programs. Such a meeting, properly administered, will also result in stimulating experiences for the planners and the participants. Above all, of course, is the hope that the problem chosen for the session may come closer to eventual solu-

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Presenting Wheaton College

WHEATON, ILLINOIS

Located in one of Chicago's western suburbs, Wheaton College is a college of liberal arts and sciences. Jonathan Blanchard, the first president of Wheaton College, when asked why he came to Wheaton replied, "Because Wheaton is near Chicago, the gate city between the Atlantic and the Pacific, between Western Europe and Eastern Asia." And this before the age of air travel! The co-educational student body is limited to 1600 in the college and graduate school. A faculty and staff of over 300 provides a wealth of courses in every field of the liberal arts and sciences. Because Wheaton College has a distinctive Christian atmosphere many friends have assumed that it is affiliated with some religious denomination. On the contrary, it is a private Christian school with its own Board of Trustees operating under a charter granted by the Illinois legislature almost a hundred years ago.

The early settlers in the town of Wheaton were of rugged New England stock much interested in education. Many of their children were sent at first to select Eastern schools, but in 1851 they decided to establish Illinois Institute, an institution of higher education, in Wheaton itself. This was the nucleus from which Wheaton College developed in 1860. Both the city and college were named for one of the early New England settlers who gave a generous gift of land for the college campus.

From this unimpressive beginning Wheaton College has grown to include a Conservatory of Music, an Academy on its own campus, a School of Nursing affiliated with West Suburban Hospital in Oak Park, and a graduate School of Theology in addition to the regular college work.

The center of academic activity is historic Blanchard Hall which incorporates the original Illinois Institute building in its center wing. Scholastic endeavor is enhanced, however, by the newest building on the campus (not counting a new dining hall now nearing completion) the Library, a gift of anonymous donors. In its quiet, bright reading rooms collateral reading is absorbed and term papers are completed. Faculty and students have separate browsing rooms and lounges beautifully appointed. A sound proof typing room and a micro-film room are concessions to modern invention. The air-conditioning system is a boon to the six hundred or more students in summer school.

The hub of much of the non-academic student activity is the Memorial Student Center, dedicated to the memory of the 39 students and Alumni who gave their lives in World War II. Here the students gather for a bite to eat between classes, to pick up their mail, play ping pong, work on one of the three journalistic endeavors, or to sit in on a session of the Student Council. Or it may be to drink tea with Margaret Landon, Billy Graham, or other distinguished alumni.

At the heart of the spiritual life of the school is the daily chapel service. Here the college family gathers for a half hour each day to hear outstanding speakers, listen to its musical groups, or engage in a heart-warming worship service. From this epicenter spiritual energy is channeled into the weekly student prayer meeting, which dates back to the foundation of the school, the Foreign Missions Fellowship, and the activities of the Christian Council. The latter group directs the practical religious program of the students. Last year, for example, over a thousand negro youngsters were taught in seventeen Sunday schools staffed entirely by Wheaton College students. Or it may be a World Relief program through which Care packages, great bundles of clothing and over $2000 were forwarded to Europe and Asia the past year. Wheaton's students from 21 foreign countries stimulate the interest of the students from 45 of our own states in a cosmopolitan program. Other expressions of practical Christianity are the entertaining of disabled veterans at Hines and Vaughn hospitals, blood donorship to the Red Cross, and co-operation with the local Chamber of Commerce in clean-up day. An Army R. O. T. C. program is Wheaton's most recent attempt to aid in the program of national defense.

To complete the training of mind, heart, and body a full program of athletic activities is fostered. Gil Dodds and his track teams are probably as widely known as any of the athletic groups, although the basketball team makes extended tours and Wheaton soccer players have gained national recognition. A strong intramural program encourages sports for all.

Speech activities have occupied an important place in the program of the college from the very beginning. In an account of the work of the Beltionian Literary Society which was established on September 21, 1855 is this notation, "Debates were prominent on the program." Beltionian has been supplemented in its literary endeavors by nine additional literary societies that still foster speech activities each Friday evening. Their work is augmented by a separate Department of Speech which now provides more thorough training than was possible for the earlier pioneer student efforts. Who in that day could have anticipated the need for training in radio which now requires a campus station — WETN — to provide practical experience?

As indicated above the early forensic work of the college was entirely intramural, and this type of work still occupies a large place in the present program. It is the continuing policy of the Speech department to provide training for as many of the student body as desire practical as well as academic speech experience. An active intramural program is probably the best way to do this. To that end as a regular part of the debate program each fall a Round Robin Tournament is conducted. After a period for study of the national debate question each debate squad aspirant is assigned to participate in four rounds of debate. During the course of these debates each debater will be first and second speaker on both sides of the question. As far as is possible he has a different colleague each round. With two rounds on two successive evenings the result is a well-rounded knowledge of the material available on each side and some good experience in extemporaneous debating. Following the Round Robin each debater chooses a colleague and the side of the question

MEMORIAL STUDENT CENTER, WHEATON COLLEGE

Alumni Gymnasium, Wheaton College

he prefers and is entered in the Intramural Tournament which is open to all interested. This tournament is conducted along more orthodox lines and prepares the embryo debater for future activities. This may consist of participation in biweekly campus debates to be sponsored next year by the Campus Forum on a variety of local, national, and international topics.

While intramural debating is the best answer to providing training in forensics for the large number, the modern college student finds a challenge in matching wits with students from other campuses that cannot be bypassed. For the serious student of debating an extensive intercollegiate forensic program is arranged each year. For the beginner in debate participation in the Chicago Area Series is the goal. These are debates sponsored by the Chicago Area Debating Association, an organization of about a dozen colleges in the Chicago area, held each week during the debating season. Here the tyro can gain a command of the tools of public speaking and

Dr. Clarence L. Nystrom, Professor of Speech

argumentation that will make him eligible for further competition in the dozen or more tournaments that fill the forensic schedule from the annual Bradley tournament in November to the final Pi Kappa Delta Provincial or National in the spring. In the rough and tumble of tournament debating the debater perfects skills that will make him a better speaker throughout life, but the speed with which one round succeeds another does not provide an opportunity for deliberate evaluation which is essential to the real student. To provide this for those few who have the time and inclination for the highest achievement, a trip which takes the student from campus to campus is scheduled each year. Last year four varsity men traveled to New Orleans, Louisiana, meeting six colleges and universities in almost 20 separate debates. The previous year nine schools were visited on a trip that took the group as far as Miami, Florida.

But it is the feeling of the Wheaton College debaters that skills are not to be perfected merely for their own sake. To be fully prepared to use argumentative abilities beyond the class room the debater must have some experience in communicating to responsive listeners. While the trip and even some tournaments offer some opportunities here, it is in the area of public service debates that these objectives can be more fully realized. And Wheaton debaters are active here. Last October a Wheaton team met a team from Boston University in a debate on Federal Aid to Education before the National Christian Education Conference sponsored by the Park Street Church of Boston. Service clubs, P.-T. A's., W. C. T. U's and church groups are often eager to hear debates on current national topics and give the debater audience experience.

This program together with extensive participation in discussion, extempore speaking, and oratory gives the student training in the elements of public speaking that enables him to take his place in a wider sphere of service to his fellowman and his God.

Nurses from West Suburban Hospital Affiliated with Wheaton College.

Dr. V. Raymond Edman, President of Wheaton College.

Interior Pierce Memorial Chapel at Assembly Time

Pierce Memorial Chapel, Wheaton

New Library of Wheaton College

SPEECH AT THE ROUND TABLE

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tion as a result of the deliberations of the meeting.

It has been the purpose of this paper to outline some of the general procedures and potentialities of Round Table methods. I sincerely hope there will be more and more of this type of meeting in our conventions. I have recently experimented with this type of meeting with high school and college students. The resulst have been gratifying. The Ohio State Discussion Service, University of Alabama, Northwestern University, and many others have sponsored programs of simliar nature. The values are increasing as our skill and understanding of the planning and administration of the Round Table conference improves.

The Round Table should not be used in place of debate and discussion contests because it simply is not adaptable to contest activity. Its values should be recognized in each case on its own merits. It is a typically American institution and we who are deeply committed to the fostering of free speech and joint deliberations concerning the problems of a democracy should extend our efforts toward making the Round Table a productive and valuable aspect of our professional meetings.

College Oratory Department

THE NEWER SOUTH

Lenore Loving,

Mississippi State College for Women

Representing a fusion of cultures unlike that of any other section of the country, the South has a history unsurpassed on the continent either in extent of time covered or in richness of episode. The South's heritage is the highlights of a romantic past which goes back a half thousand years to pioneers who flocked to the new frontier bringing with them the cultures of their homelands, and the courage of men and women who dared to brave an uncharted wilderness.

The Old South was truly the land of opportunity. It has left us much of its romantic past—reminders that suggest the culture that arose as fortunes boomed in the region. A life depicted by stately and enchanting mansions with sweeping lawns and fragrant gardens, iron grillwork, and Spanish moss hanging from magnolia trees. A storied past reminiscent of hoop skirts, steamboats on the Mississippi, cotton plantations, and a people of traditional charm and hospitality.

But the historic year of 1861 brought an end to King Cotton and the Old South and engineered a new way of life for the South's sons and daughters.

At the close of the war, the South was in the midst of a reconstruction that added its burden to the shattered states. The footsore Confederate soldier with his faded gray jacket turned southward to face rundown plantations, disorganized business, worthless money, a destroyed social system, and the problems of the birth of a new culture.

"This hero in gray with a heart of gold," as Henry W. Grady described him, did not turn in despair. "The God who had stripped him of his prosperity inspired him in his adversity. As ruin was never before so overwhelming, never was restoration swifter."

The War Between the States brought an end to the Old South of slavery, King Cotton, and secession. In its place arose a New South—a south of union and freedom. With a patience and heroism that characterized a people of their background, southern men and women began to uplift and rebuild. Henry W. Grady describes the sum of their work thus: "we have planted the schoolhouse on top of the hill. We have sowed towns and cities in the place of theories and put business above politics We have challenged the North's spinners in Massachusetts and ironmakers in Pennsylvania. We have restored comfort to homes from which culture and elegance never departed. Above all, we know that we have achieved a fuller independence for the South than that which our fathers sought to win in the forum by their eloquence or compel in the fields by their swords."

These words describe accurately the achievements of the New South of 1886. But Grady's New South made even greater strides than he anticipated; today we can look backward with pride to an unprecedented progress—to a versatile agricultural system, an educational revival, literary recognition, a new social system, an industrial south; but, a South that retained its haunting charm, hypnotic atmosphere, and traditionally hospitable people.

But let us not stop here. Beyond is the picture of a South even more progressive. For today we stand on the threshold of a Newer South, a south that is stronger, more vibrant, and inspired with greater vision.

And what does this Newer South have to offer? What can we look for? For one thing, an industrial south. An increasing number of industries have moved to the southern states where sufficient manpower, adequate raw materials, and increasing markets for manufactured goods can be found. Employers who complain that they have to scrape the bottom of the labor barrel in the North find they can pick, choose, and train the brightest of young southerners. An estimated 14% of all industry, according to Time Magazine, now lies in the southeastern United States. The future potential industrial power cannot be estimated. As industry was quick to see the potential of the Newer South, so was the Newer South alert to welcome industry. And its coming is characterized by progressive economic, political, and social changes.

Mechanized agriculture, increased oil deposits, tung oil development, expanded livestock, poultry, and dairy production, reforested timber lands, improved fisheries, advanced modes of transportation, popular vacation resorts, modern buildings, finer homes, improved educational facilities—all reflect a higher standard of living for the Newer South of today and tomorrow.

In spite of our recent progress and accomplishments, there is one condition that has prevailed and still prevails among many people of the South. The condition to which I refer is the defensive attitude possessed by many of us toward the South and its institutions—a feeling that it is necessary for us to defend the hardships that we faced and overcame, the progress we have made, and the economic position we have attained today.

I say to you the accomplishments we have made require no defense. No people who have faced and overcome a devastation such as ours need feel defensive. Instead of excuses, instead of explanations, instead of feeling it necessary to defend some of our traditions and social standards, we should speak in a forward, positive manner with pride of the southern heritage that overcame the greatest hardships ever faced by a society. Instead of making excuses for prevailing conditions, we should point with pride to our accomplishments on the long road we have traveled since the existing devastation of the War Between the States. As long as a defensive attitude persists, the people of other sections are going to look with askance regarding the South and its accomplishments.

The first step therefore for each of us is to realize the situation and abandon this negative feeling of defense and adopt a positive attitude of selling the South to southerners. Only when we assume a full scale program of selling the South to the South can we see the complete realization of our dreams.

Yes, the course of life on the soil of the South has run through many vicissitudes, from the first crude

workings of the land to the highly organized life of today. It has passed through the fiery furnace of war and humiliation, to arrive at length before the open road of progress. Being the sons and daughters of the people who have performed and borne so nobly the trials of the past, and having educational opportunities far superior to those of preceding generations, it may be confidently predicted that we shall carry the South to newer heights of achievement.

For truly, we stand on the threshold of a Newer South!

HOW TO GET AUDIENCES

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trator's public relations department does not compose all items for the press they should at least see them.

5. Number of students requiring meals in the cafeteria.
6. Need for heat in the plant, additional chairs, or janitorial service.

The administrator can help us with all of the above items. When we enlist the aid of the administrator we make him aware of the work we are trying to do.

When should the forensic meet be held? The best time is during school time. This can be arranged by the administrator. He can help us put Oral Interpretation contests in the English classes. Debate is of interest in English, history or Civics classes. Final events should be placed in the auditorium, and evening is a good time to enlist the townspeople as an audience.

How can we obtain adult townspeople for evening audiences? The administrator can coordinate the speech and music departments and aid in the availability of some good musical talent. Several songs and instrumental selections will add variety and bring more parents. The administrator can request that the typing department help us mimeograph advertisements to be distributed in town.

The administrator is capable of seeing the whole picture of youth development more readily than any department personnel. This overall view of the administrator helps to remind us that our goal is the development of the student. It is fine to win contests and this we will do if we develop the students' capacities to their utmost.

We will see that the students are given increased incentive to do their best in forensics when they note that the President of the college, or principal of the High School is interested in their progress, and in the activity in which they are engaged.

We are forensic coaches second, educators first. We can be more successful in both tasks with the experienced aid of the pilot of the ship.

A PARTIAL GUIDE TO DISCUSSION OF THE QUESTION

By Richard A. Slemmer,
O. S. U. Graduate Student

"What forms of international organization appear practical at this time?

Much has been said in previous discussion upon this question as to why it seems desirable to have an international organization. Without becoming repetitious and yet affirming some of the basic background principles, we may mention that all peoples have a yearning for peace and security; the comfortable state of happy living. It is difficult enough to attain peace and security within the sphere which encompasses the immediate lives of individuals. It is even tremendously more difficult to attain this peace due to the developing state of conditions of the world. Constantly we are becoming more and more "one world", primarily due to technological advances but also due to an increasing world-peoples consciousness. It is no longer a case of Americans, Chinese, or Norwegians adamant and supreme in their shell. It is now a case of all nations and peoples in close contact in a world-shell.

As is the case with human nature, the proximity of peoples and concepts yields differences of opinion and ultimately action in the form of conflict, progressively bitter words, ostracism, and war. It is this set of occurrences which we seek to prevent. With the trend of world evolution, it becomes increasingly clear that a necessity for the conduct of peace is international organization. The question then arises as to what forms of organization are practical, and we include NOW because the hair-trigger tension of world affairs makes satisfactory organization most urgent. It is the purpose of this guide to submit a UNION OF NON-COMMUNIST NATIONS as a form of international organization worthy of examination of its merits in satisfying the need for organizational preservation of peace and security.

What of the U. N.?

At the outset it is evident that within this proposal there is negation of the present international organization, the United Nations, in the respect that some of the participating members of the U. N. would be excluded from the new union. This is not to negate the whole of U. N., yet it is inherent in the proposal that either (a) the U. N. be reconstructed to the exclusion of non-communist nations, or (b) the new union be formed independent of and excluding the U. N. Historically, the proposal finds its first articulation by Herbert Hoover.

Why should we wish to form this new union?

In brief analysis, we tend to look to the record of affairs in the U. N. and how they have achieved form in world situations. A certain bloc of nations has repeatedly hampered the workings of the U. N., and have completely refused to co-operate in situation-solutions agreed upon, if indeed, agreement has been permitted to take place. The USSR has very obviously been the leader in this "obstaclism". The union is therefore suggested in order to overcome this obstaclism, organizationally at least. The word "communism" becomes to us the symbol of non-cooperation and lack of good faith and intentions. Therefore we exclude all that communism implies and intends by restricting our new union to non-communists, i. e., those nations which do not support communism.

What form shall the new union take?

The organization could be anything from an alliance to a federal union. However, the word union implies an organization at least as strong as a confederation, such as the U. N., and more correctly, a federal union.

What ideological difficulties present themselves in the new union?

First and foremost, a specific ideology has gained wide support in certain areas of the earth, and represents the beliefs and desires of considerable numbers of peoples. More important, however, to the workings of the union is the fact

that it collectively embraces all non-communist nations. It is thereby composed of democracies, socialist and fascist states, etc. From a practical standpoint, are not these types of states as equally as opposed as say, democracy and communism? ALL of the non-communist nations would not, probably, be in the union. Yet a substantial number would be included. At the moment, the non-communist states tend to co-operate with regard to communist threats. Yet, given revised organizations, circumstances, or situations, can we say that their courses of action and belief will continue to coincide?

Also important to keep in mind is that fact that we tend, as Americans, to think in terms of a democratic form for the union. It has proven that a good portion of the other states are critical of our democratic form, and would not wish for a completely AMERICAN form to the union..

What advantage is there to a non-communist union?

The advantages to such a union must be found in the degree of ensuing ability to contain communist aggression on one hand, and the degree of attainment of mutual understanding and co-operation by the non-communist nations.

What discussion on the topic has previously taken place?

This was the topic for the 1950-1951 National College Debate season. Reference should be made to the material developed in the various debates.

Critical Points of Issue in Summary Agenda:

The foregoing analysis does not attempt to cover factual material insofar as evidence is concerned. Advantages and disadvantages have been implied more than stated. However, the following agenda is offered as representing the more critical issues involved in discerning the practicality of Non-Communist Union. The technical issue of the form and substance of the union is omitted because it devolves from the issues suggested:

I. Must the new union supplant the U. N.?
II. By this union we divide into a two-worldedness, therefore
   a. Will this union defeat our attempts toward universal harmonious organization?
   b. Will the forming of this union completely eliminate Russian co-operation?
   c. Will the forming of this union precipitate war?
III. What assurances have we of compatible co-operation in a non-communist union?
   a. Will this union give rise to amalgamation of ideological strivings?
   b. Will the members continue to co-operate in the face of such changed conditions as, e. i. loss of economic relations with the "other" world?

NOTE: It would be advisable to keep close watch upon the developments which might occur in the USSR All-Union Congress meeting **SPEECH AT THE ROUND TABLE** in October, 1952.

EDITORIAL and COMMENT

IN PRAISE OF TELEVISION

At last it has come! A Political device that defies the smoke filled room. The new invention in modern communication—Television!

From now on any political gathering that concerns the political future of our country, must yield to the pitiless publicity of television. Hide things from the public and you do so at your peril!

Through the television the public can get in on big moments in current daily history. Probably the viewer on the television screen got a better view of what went on in the big political conventions than did many of the participants. His view of the Speaker's Stand and other temporary centers of interest in the conventions was better than that of the participating delegates. Can one imagine a greater triumph for public information and ultimately for public welfare than television in a National Political Conclave! Why, we even saw a fire put out!

It is history that we can all understand that radio changed national politics in this country. Are we about to see television trump the Ace?

THE STUDENTS WILL DISCUSS IT

Shall we have a compulsory fair Employments Act in this country? This was the issue that almost wrecked a great political party's convention, and almost caused the banishment from the party of the Old Dominion state. Now the American college debater is going to debate the issues involved. Is the college debater courageous or is he just plain, common foolhardy? Time will tell. It is a matter of memory that the debaters came up with a sensible method of handling the war debts!

The Committee on the Annual High School Debate Proposition which meets regularly at the SAA convention to consider and recommend propositions for a vote on next year's debate question are now asking for propositions to be submitted. If you have a debate proposition you would like to suggest, send it to Prof. R. E. Tidwell, Chr., Extension Division, P. O. Box 2787, University of Alabama, University, Alabama.

DEBATE MATERIAL

Speech Activities has several mimeograph debate handbooks issued in previous years on the subjects arising out of the subject chosen for the high school debates and discussion of this debate season. (See the adv. on the last page). Much of the material included is excellent, in fact, just as potent as when first included in a college handbook. These books are being sold at a reduced price to subscribers to this magazine.

The regular high school debate books prepared by Dr. Bower Aly will be on sale again this year and free material will be included with each order for these books as usual. These sales however, must be restricted, acccording to agreement to California high schools.

The editor is planning a trip to Japan. The next issue may be partly edited from Japan. If this does not prove satisfactory Speech Activities may be suspended for a few issues, and later resumed. American address, 11103 Rincon Dr., Whittier, Calif., or 814 Campus Ave., Redlands, Calif. The editor hopes to aid the growing debate movement in Japan, and feature it in future issues of Speech Activities.

COLLEGE HANDBOOK

EDITED BY E. R. NICHOLS

A COMPULSORY FAIR EMPLOYMENT ACT

The sins of the fathers shall be visited upon their sons even unto the fourth generation. It is now the fourth generation since our Civil War. We still have a South whether it is solid or not. We still have a race problem, and along with it we have an issue in Fair Employment.

Oh yes, of course the Emancipation Proclamation freed the negro from slavery, but it did not give him Fair Employment. Also we have another unfair proposition in what we called the sweatshop industries. This was largely a matter of unfairness to women in industry. Whether it still exists, unabated in its evils, the average man does not know. There has been nothing to tell him, except a union label whether the garment he is purchasing was produced under fair conditions.

The chief exponent of fair working conditions in this country has been the Hon. Harry S. Truman, our President. Whatever his faults may be, at least he has stood steadfast upon fair working conditions for every race, color, creed, or previous condition of servitude!

Those who watched the National Party Conventions on Television ran across the trail of this issue of Fair Employment conditions. The refusal to sign a loyalty oath to their own political party was bound up in the issue of fair Employment. If the national political party stressed this issue too much, certain Southern states stood ready to bolt the party, substitute another set of candidates on the ticket at election time, and the threat of punishment and expulsion from the party did not bluff certain Southern States into line and a pledge of loyalty to the party ticket.

The racial basis upon which unfair employment conditions rests, as we all know harks back to the days of slavery and servitude. Much of it rests upon the ignorance and lack of educational facilities for the negro in the South. The uneducated and unprogressive man is always a target for unfair laboring conditions and injustice at the polls.

Bound up in this discrimination, low wage problem, is the old desire to buy merchandise as cheaply as possible. We have seen in the last generation a trek to the South, because of the cheap labor available for factories and industries. At the present time the South has attracted about 14 percent of the factories and industries. It was not cheap water power that attracted this industry. It was cheap labor and lower living cost standards.

In the early days of our country, the South was chiefly an agrarian region. It was New England and the Mid-Atlantic states that led in manufacturing and production of processed merchandise. Cheap labor in the old days was supplied by immigration. In fact, we have always been obsessed by the problem of underpay and exploitation. After immigration was halted, the negro went North to find a job in industry. This emigration of the negro has brought many problems we cannot stop here to discuss.When the negro did not come North, industry went South.

There are many things involved in Fair Employment practices that are bound to come out in the college debating of the coming debate season.

Perhaps the number one contention will shape up over whether it should be a national or federal act in contrast to action by the states. Several states already have passed fair employment practices acts and they seem to be working fairly well. A betterment in conditions is reported from New York state, which has such an act.

The only federal move came during the World War II when the president, F. D. Roosevelt appointed a commission on Fair Employment Practices. The labor problem became acute as we needed vastly increased production to fight the war effectively. The negro labor became an agreeable element in the nation's production and consequently in its ultimate victory.

After the war there was a lapse in negro employment and in the fairness of the conditions surrounding it. In the last decade 13 states have taken notice of this situation and some progress has been made, some action taken.

The question will arise, should this action be taken by government or left to the unions. The CIO unions admit negro labor, but Craft Unions of the AFL type are not interested in fighting the negro's battle.

Evidently a federal law alone even if compulsory would not be entirely satisfactory. It could apply to government contracts, interstate commerce, etc., but there would remain plenty of chances for discrimination in wages, working conditions, etc., in many industries. It would require state action, also to reach general application.

The negro is not the only object of discrimination. There are the Orientals, women workers, Jews, child labor. The negro problem is centered largely in the South, the Oriental problem largely in the West.

The Japanese were too smart to remain the underdog for long in the West. When our war with Japan came, the Japanese were largely in control of the truck gardening, floral and nursery gardening interests in California. They escaped the employment problem by taking over the industry itself. Orange picking was rapidly being taken over by the Oriental also.

The country had a previous example of the Chinese penetrating the laundry business of the United States.

It is said that the Railroad Unions are the most difficult for the negro. However, they do control the Pullman Porter profession and the dining car service.

Involved in this general issue of Fair Employment Practices are the Poll Tax, Housing, Negro Ghettos in American cities, property values, and race riots. One race riot can do inestimable damage to the cause of fair play and human consideration for the negro.

Our only guarantee when we purchase a suit or a garment, such as a pair of overalls, that it was produced under fair conditions became the union label. The unions in this way helped eliminate the sweatshop and helped overcome exploitation in the garment industry.

We had to eliminate child labor by making laws. The same was true regarding labor by women. States passed laws forbidding more than an eight hour day.

Undoubtedly this debate subject

of fair employment practices is going to develop some surprising turns. Iike all other subjects that have both federal and state control aspects, the statement is not in a complete form for the handling of the problem, and will be subject to counterplans, and opposition for what it omits. In whatever final form it comes down to, it will have to be "compulsory" to be effective.

The following list of references is attached to help the debater save time and get down to reading on the subject:

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p. 88, My 11, '46, FEPC ends its hectic career.
p. 94, Je. 30, '45, New York ready for bias ban.
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First Debate Topic Analysis

"RESOLVED: that the Atlantic Pact Nations should form a federal union." (This is the topic to be used for debate during the Parliament.)

Professor Robert E. Summers, University of Oregon, author of the H. W. Wilson Reference Shelf handbooks on debate, assisted by John T. Rickey, president of the Ohio Association of Secondary Teachers of Speech.

Explanation of Discussion Methods and Presentation of Agenda

Dr. William E. Utterback, Director of the Ohio Discussion Service. The agenda will be prepared from the following discussion topic:

"What forms of international organization appear practical at this time?"

Intermission

10:45 a. m. Session One: Discussion, 340 A B, Union Building. Dr. Paul Carmack, Director of Forensics at O. S. U., will be chairman for the discussion sections.

Moderators will be selected from other universities and from the Graduate O. S. U. Speech classes. Discussionists will be rated on their participation as "Superior", "Excellent," "Good", "Fair", or "Poor". An agenda for each of the three sessions will be issued to students.

12:00 **Luncheon.** Pomerene Refectory, Medallion Room (just south of Mirror Lake).

We will carry trays through the Cafeteria line.

"Welcome to Ohio". Principal Robert Fleming, Youngstown South High School, Director of the Activities Committee of the Ohio Secondary Principals Association.

Second Debate Topic Analysis

Jack B. Cullen, O. S. U. Speech Staff.

Topic: "RESOLVED: that the United States should withdraw from the United Nations." (This is another of the topics which may be selected as the N. U. E. A. National debate topic for the debate season this next school year.)

1:30 p. m. **Radio Announcing Contest,** 21A Derby Hall.

Prior to appearance before the microphone, students will report to 21A Derby Hall. Richard M. Mall, of the Radio Staff Faculty will conduct this event. He will explain the procedure and issue the scripts to the participants.

3:00 p. m. **Session One: Debate.** Headquarters in 205 Derby Hall.

Jack B. Cullen, Director of the Ohio High School Speech League is chairman for debate. (Rooms 340 A and B in the Union are available for debates.)

4:30 p. m. **Session Two: Discussion,** Rooms 340 A and B (These rooms must be cleared by 5:30 p. m.)

8:30 p. m. Performance by **The Happy Time,** by Samuel Taylor.

Directed by Dr. Everett Shreck of the Ohio State Drama Faculty. The "hilariously funny play about a French Canadian Family", will be presented, arena style, in the Stadium Theatre. A block of seats will be held for those making reservations. (See entry blanks.)

Thursday, August 14

8:30 a. m. **Session Two: Debate.** Headquarters in 205 Derby Hall. ....

10:00 a. m. **Session Three: Discussion,** Union Rooms 340 A and B. Other rooms to be announced on agenda copy.

12:30 p. m. Draw topics for the extemporaneous speaking contest. Topics drawn will be selected from the debate topic areas.

1:30 p. m. **Extempore contest begins.** Rooms 340 A and B, Union.

Steve Mills, O. S. U. Debate Coach will have charge of this event. (Time limit of 5 to 7 minutes.)

3:30 p. m. **The After Dinner Speaking Contest.** Rooms 340 A and B., Union Building.

Don McConkey, graduate student in Speech, will conduct the contest. (Time limit of 5 minutes.)

6:30 p. m. **The Banquet.**

The Banquet will be held in the Franklin Room of the Ohio Union. By arrangement with the Union, we must all assemble in the Franklin Room and move as one group through the Union Cafeteria line, pay for the food, and return to the Franklin Room.

After dinner speaking contest finals.

Awards will be made for Discussion, After Dinner Speaking, and Radio Announcing.

Harland Randolph, President of the O. S. U. Forensic Society, will be banquet chairman and is in charge of arrangements.

7:30-9:00 p. m. **Amateur Stunt Night.** Rooms 329 F. and G., Ohio Union.

Each school is asked to prepare some type of stunt for this part of the program. (The Union closes at 9 p. m. — the Union Tavern Snack Room closes at 10:30 p. m.)

Friday, August 15

9:00 a. m. **Session Three: Debate.** Union Rooms 340 A and B and 329 B and C.

10:30 a. m. **Session Four: Debate.** Union Rooms 340 A and B and 329 B and C.

12:30 p. m. **Luncheon,** Franklin Room. (We will take the trays through the line as before.)

Third N. U. E. A. Debate Topic Analysis. The third of the debate topic analyses by Hal Meier. (Speech 700 Research project by Mr. Meier.)

Awards will be made for "excellence of performance" in the debating sessions.

2:00 p. m. One Affirmative and one Negative team may be chosen to participate in a debate which will be recorded for possible radio broadcast later.

ED. NOTE — We print the above program of the Parliament of States held at Ohio State University for the benefit of those who could not attend. It was directed by Dr. Paul Carmack.

THE FEDERATION OF EUROPE
By Prof. Frank W. Hale,
Speech 603, Oakwood College,
Huntsville, Alabama

I. Why should the unification of Europe be of any significance to the United States?

1. Men as a whole are interested in the passion of peace. Very few people want to fight.
2. The campaign for unity is based upon the fear that if Europe does not unite, it may not remain free.
3. **Basic Assumptions:**
   a. Soviet Union strives to spread Communism throughout the World.
   b. Rulers of Kremlin will try every means to attain goal.
   c. Any open attack will bring on World War III.
4. Western European countries protect the U. S. in preventing

Soviets' avance to Atlantic Coast.

II. What record have European countries made toward economic and political amalgamation?

1. The Marshall Plan sought to make Western Europe resistant to Communist attack by building up the standard of living.
2. The Mutual Security Program attempted to build up the military.
3. The Schumann Plan aimed at the cooperation of French-German coal industry.
4. N.A.T.O. guarantees Europe's security and finances its recovery and rearmament with no time limit.
5. Council of Europe organized to further political federation.
6. A number of plans have been proposed to encourage unity. Some are:

a. **Stikker Plan**—integration in various lines of industry.
b. **European Integration Fund** — to provide new opportunities for employment.
c. **Mansholt Plan**—Gradual adjustment of prices and cost in various national agricultural markets.
d. **European Investment Fund** — coordinate investment activities along European lines.
e. **Standardization of Equipment** arms, etc.

7. Western European Defense Army.
8. The expansion of Schumann Plan to include other countries.

III. What would be the benefits of such a federation? (advantage and disadvantages.)

A. **Advantages:**

1. Transforming of national armies into international armies would be a psychological shock—show them war improbable.
2. Give nations power as a whole to deal with U. S. on equal terms.
3. Creates a great area of free trade by merging the economies.
4. Would bring Western Europe to fullest strength.
5. Protects U. S. by protecting Atlantic Coast from Communist aggression.
6. The Council of Europe should be effective because it has a (a) high authority, (b) an assembly similar to our House of Representatives, and (c) a council of ministers similar to our Senate.

B. **Disadvantages:**

1. Europe has a large population but limited resources.
2. There are wide differences in living standards between Mediterranean countries and North European.
3. There are varying levels of social security within the Western European community of nations.
4. There are differing views among states as to the primary aims of economic policies of state.
5. Lack of will to fight would retire unification of defense program.
6. Europe doesn't have enthusiasm of unification as does U. S.
7. Power in Europe in hands of trade unions.

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THE UNION OF THE FREE DEMOCRACIES

Professor Robert M. Strimer, Ohio Wesleyan University

Background Statement:

The proposal for a Union of Free Democracies was first promulgated by Clarence Streit through his book, "Union Now", published in 1940. Clarence Streit was born in Missouri in 1896, was one of the first United States soldiers to reach France in 1917. Following the war he was attached to the United States Peace Delegation in Paris in 1918-1919. Streit remained in France after the delegation completed its work, studying at Sorbonne and Oxford, and working as a newspaperman. He became the New York Times correspondent to Geneva from 1928 through 1938, where he studied the League of Nations at first hand for that ten-year period. As a result of this indoctrination, together with a thorough study of early American History, Streit arrived at his plan for a federal union of the democracies of the world.

His first proposal in 1939 called for a federation of fifteen democracies—Australia, Belgium, Canada, Denmark, Finland, France, Ireland, Netherlands, New Zealand, Norway, Sweden, Union of South Africa, Great Britain, United States and Switzerland. With the outbreak of World War II, and the subsequent entry of the United States into the conflict, Streit revised his thinking and proposed such a Union including the United States and the various countries of the British Commonwealth of Nations — Canada, Ireland, Australia, Union of South Africa, New Zealand and Great Britain.

Streit believed that world government could not be established by states as entities, but only by the individuals in the states. This involved participation in and loyalty to an organization over and above the state — a federal union. The conditions of entrance into the Union for other than the original seven countries would involve the adoption of a form of government guaranteeing the rights of the individual to the freedoms outlined in our own constitution in the Bill of Rights.

The Union of Free Democracies was to be established immediately, with the President of the United States calling an Inter-continental Congress for the purpose of drawing up a federal union constitution to be ratified by vote of the people in each of the seven nations. Representation to this Congress would be granted on the basis of one representative from each nation, with one additional representative for each five (5) million population.

The various features of the proposal for a federal union include.

1. Power to tax directly.
2. Power to raise and command its own armed forces.
3. Establishment of its own machinery of law enforcement.
4. Federal organs — a bicameral legislature, an executive board, a prime minister and cabinet, and a high court.
5. The House of Deputies—elected by the people of the federated democracies, one deputy per one million of population.
6. The Senate—minimum representation of two from each state, with one additional for each twenty-five (25) million of population over the first twenty-five.
7. The Executive Board — three elected directly by citizens, one by Deputies, and one by Senate.

8. The Premier or Prime Minister—appointed by the Board. He has his own cabinet, remaining in office as long as he retains the confidence of Congress.
9. The High Court — not less than eleven (11) judges, appointed for life.

This concludes the outline of the plan of the Union of Free Democracies. To get a clear picture of the plan, the advantages and disadvantages, as pointed out by the sources included in the bibliography at the close of this account, are given below:

Advantages:

1. Formidable massing of economic, industrial, and military power.
2. Real community — same general culture, common acceptance of democratic principles, devotion to peace.
3. Large samplings of the eight European countries who embrace democracy are to be found in the United States and British dominions.
4. Readiness to unite after war — against a commmon enemy.
5. Loose alliance is not enough — there must be a federation for prompt action.
6. No basis for cooperation can exist between democracies and tyrannies. This is the only true basis for world organization.
7. Proportionate representation is the democratic method — not equal representation from each country regardless of population.
8. Such a Union would draw the freedom-loving countries involved in war—would give some hope to cling to.

Disadvantages:

1. Deep seated differences psychologically and socially between the nations.
2. Would put United States and Britain 100 per cent into Europe. America and Britain would become the guarantors of the boundaries of the European nations, providing territorial integrity.
3. Vulnerability of the continental portion to a blitzkrieg by land and air.
4. Geeral dispersion of the union and its possessions all over the globe.
5. Slowness of action of so vast a political organization, operating as a democracy.
6. The feeling of sectionalism with its lag, compromise, and paralysis. Pacifism, defensive psychology, and lethargy would be inherited.

NOTE: The Union of Free Democracies has now, in 1952, been transposed into the Atlantic Union, with Clarence Streit still taking a leading role in the organization. More information about the Atlantic Union included in this material will bring this federal union plan up to date.

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36:54-6, Ja. '47, In the unions; racial policies, H. R. Northrup.

Time.
45:17, Mr. 19, '45, Historic step: New York bill to outlaw employment discrimination.
47:22, Ja. 28, '46, Strictly from Dixie.

United Nations Bulletin.
11:305-8, Oct. 1, '47, Factors in World employment problems.

United States Bureau of Labor Bulletin.
898:27-39, '47, Employment in southern manufactories, E. H. Barnes.

United States News.
26:24-5, Jl. 30, '48, Fair employment; working model.

Vital Speeches.
12:123-6, D. 11, '45, Fallacies of the socalled full employment bill, R. W. Robey.
18:431-4. My. 1, '52, Industry's amazing oversight, E. H. Schell.

NEWS NOTES and PERSONALS

The Third Annual Parliament of the States was held August 12 to 15 at Ohio State University, Columbus, Ohio. Dr. Paul Carmack was the director.

The Ohio Conference for Speech Education is to be held at the Deshler Hotel, Columbus, Ohio, Oct. 25, 1952.

Ohio State University will be host to the Central Ohio Debate Clinic Dec. 6, 1952.

The Annual Convention of the Speech Association of America will be held at the Netherland Plaza, Cincinnati, Ohio, Dec. 29-31, 1952.

The Ohio High School Speech League Finals will be held at Ohio State University, Columbus, Ohio, March 20-21, 1953.

The 17th Annual High School Institute in Speech was held at Kent State University, Kent, Ohio, June 23 to July 18 this summer.

BOOK REVIEWS

By E. RAY NICHOLS, Jr.

THE SOUTH AMERICAN HANDBOOK, 1952
THE H. W. WILSON COMPANY,
950-72 University Avenue,
New York 52, New York.

Some readers may be surprised to read that more people live in Latin America than in the United States. The estimated population of the former is 152,800,000 in an area two-and-one-half times the size of Europe. Those figures appear in the introduction to the new, 29th edition of **The South American Handbook: 1952,** with a number of chapters completely re-written. For many years this Handbook has been recognized as the standard guide to the countrie s south of the Rio Grande. It is logically published in London, as the British for many years supplied the major capital and personnel in developing South America's many resources. The H. W. Wilson Company, New York 52, is the distributor of the book (782 pages, many charrts, maps and tables, $2.00) in this country.

Twenty-three of the book's thirty-two chapters outline in considerable, interesting detail the salient facts on all of the individual countries in South and Central America and Mexico and Cuba.

The opening chapter discusses the whole area in terms of topography, climate, peoples, history, hygiene, employment, weights and measures, Spanish and Portuguese terms, and other significant aspects of the 8,500,000 square miles embraced by the book.

The second chapter, "On the Way," has delightful descriptions of twenty possible ports of call (embarking from London), from Santander in Spain to Port of Spain in Trinidad a few miles off the Venezuelan coast. The armchair traveller will read that "Port-au-Prince, Haiti, is set at the further end of a beautiful deep horseshoe bay, with high mountains behind and a small island across the bay protecting it from high seas and tidal waves." He will be advised of the better hotels in the popular resorts of the highlands of Petionville (1500 feet above sea level) and Kenscoff (4500 feet).

Ninetynine pages are devoted to Argentina. Buenos Aires which "stands at the head of a great ocean route and is served by vessels of all nationalities . . . is the largest city in the southern hemisphere . . . . ranking sixth in magnitude among the cities of the world," has thirty-three pages. Included are suggestions on where to stay, what to wear, what to see, what to pay, and side trips. These are all for the traveller in fact or in **imagination.** For the researcher and business man there are many facts and charts: Imports, Exports, Natural Resources, Banking Facilities, Currency, Weights, and Measures, Visas, Costs, etc. A score of other cities are similarly described. Flora, fauna, climate, hygiene, and what to expect are included throughout.

Brazil has seventy-six pages of similar information; Chile, where costs have been rapidly rising, fifty-three. These have been called the three ABC countries. Mexico, also of great interest to this country, has thirty-two air lines for quick service to most everywhere. Thirty-five pages describe the more interesting and important places to land. And Guatemala, the objective of many American travellers has fifteen pages highlighting more than a dozen delightful spots high in the air.

The remaining chapters in the book factually present: Meat, Cable Facilities, Petroleum, Insurance, Steamship Services, Banking, Air Services, and there is a detailed index of thirteen pages.

This reviewer finds it hard to recall a more valuable book and at such a low price.

CRISIS IN THE MIDDLE EAST

"If there is any subject and any part of the world over which the American public must not allow itself the luxury of complacency, the Middle East is it." The foregoing is quoted from an editorial in the New York Times of January 24, 1952. It is reprinted in the latest Reference Shelf volume, Crisis in the Middle East ($1.75. 189p. H. W. Wilson Co., New York 52).

The book is a compilation of authoritative articles presenting today's picture, with historical sidelights, in Turkey, Iran, Saudi-Arabia, Jordan, Iraq, Syria, Israel, Lebanon and Egypt. Within their boundaries lie the Suez Canal and rich oil deposits. Their northern neighbor is the ever-menacing Russia. Since the dawn of history their peoples have known many different masters. Today they are in a great wave of nationalism. This is partially fomented by Russia and partially by their rulers to divert their subjects' minds from the miserable state in which the majority live. Moreover, the days when a great Western power can dictate to a Middle Eastern country are gone. Because of many broken promises in the past, Western proposals today are looked upon with increasing suspicion.

Naturally the book relates and details the above to the principal countries involved. However, the overall picture is that of one of the world's most backward areas where a few are exceedingly rich and the many are exceedingly poor. It is a country where arable land is overcrowded, farmed by miserable peasants in the most primitive of fashion for absentee landlords. Radical changes in land tenure, modern methods of cultivation and extensive irrigation are clearly indicated if the countries are to be self supporting and the standard of living raised to what is considered normal in western countries.

If this can be done Russia will probably not move in. But, how it can be accomplished is a major world problem. Most of the governments are corrupt and seething under the surface are movements of revolt. The majority of the people are Moslems with many fanatical sects. For the most part illiterate, these great masses sense that something is radically wrong and are building up, possibly violently, to effect a change. If they do and a vacuum is created, Russia is standing by to fill it.

That is the Crisis in the Middle East. Before it can be solved it must be understood and that is the function of this excellent book.

COLLEGE NAMES

Their Origin and Significance. By Albert Kaiser, Ph.D. Lenoir Rhyne College. Bookman Associates, Inc., New York. 42 Broadway, New York 4, N. Y.

This is an unusual book of information on the names of American colleges, detailing the origin and significance of the names, including a section on Negro Education. More than seven hundred colleges and universities are listed in alphabetical order, which naturally makes them easily found in the work, and the details as to time of founding, religious sponsorship, endowment, and other noteworthy facts are given. Dr. Keiser has collected the facts with which the curious minded who want to know the whys and wherefores will be satisfied and in many cases delighted.

I must say, however, that I can't quite be satisfied because he left out my Alma Mater, which was obviously named after a very great American, Benjamin Franklin, and is one of the sectarian colleges of Indiana sponsored in this case by the Baptists. I am pretty sure Dr. Keiser will remedy this omission in the next edition. He might also look up Hanover College, Indiana, another of the well known denominational colleges of Indiana, which is omitted. Personally I would like to know why it is called Hanover. Ottawa University, a Baptist college of Kansas, with an interesting history of development from an Indian school is also omitted. Being an authority on Indian history, Dr. Keiser has here passed up an interesting story he should have discovered.

I do not mean to be censorious for Dr. Keiser and I are good friends. I am suggesting that his notable work on college names should be pursued and ultimately completed by the addition of some colleges that should by all means be included because of their interesting histories. Although I was a member of its faculty for two college years I never have found out why Ripon College was so named. The Republican party was founded so near its campus that I would really like to know the answer.

I suggest also that the Baptists have another interesting college with an interesting name at Kalamazoo, Michigan. If I were making a guess, I would say that this Kalamazoo is an Indian name. Where did the name Beloit come from?

Of course many other colleges have been omitted beyond a doubt and this fact should spur Dr. Keiser on to renewed search and research for such a notable book as this should be complete in order to be a satisfactory reference book.—E.R.N.

NEW REFERENCE SHELF NUMBER REPRESENTATIVE AMERICAN SPEECHES, by Dr. A. Craig Baird. THE H. W. WILSON COMPANY, 950-72 University Avenue, New York 52, New York.

"A Skeptical Chemist Looks into the Crystal Ball" by James B. Conant is one of twenty-four addresses in the new (15th) edition of **Representative American Speeches: 1951-1952** (H. W. Wilson Co., New York 52, 197p., $1.75, Reference Shelf Series).

Possibly the editor of the book, Dr. A. Craig Baird, had his own crystal ball as the "representative" speakers in his annual collection are virtually all men appearing prominently in the news on the book's publication date. These include: Dwight D. Eisenhower, Adlai E. Stevenson, Harry S. Truman, Robert A. Taft, Estes Kefauver, Walter P. Reuther, and others of like stature.

However, the book is far from a political document as the grouping of the speeches suggests. This grouping is a subject-matter classification: Foreign Relations, Crime and Corruption, National Ideals, Presidential Campaign, Industry and Labor, and Intellectual Ideals. Some of the most important pronouncements of the year appear under each heading, making these annual collections important as bird's-eye views of what America is thinking on what subjects in a given year.

As indicated above, the speakers are all molders of public opinion, and many readers will welcome the editorial paragraphs introducing each speech. The background, the place, the occasion, the effectiveness of each speech and speaker are all noted in terse comments. The Douglas MacArthur speech may well serve as an illustration: " . . . the General, seventy-one years old and absent from the United States for fourteen years, had been relieved of his office . . . The issues were: (1) . . . guilty of insubordination? (2) Was the President justified . . . . ? (3) Should military power be concentrated in . . . ? (4) Should the Korean war be . . . Tremendous applause greeted . . . analysis and argument carefully composed . . . organizational pattern well executed . . . moved to a striking climax . . . in turn . . . self-confidence, conviction, sternness, scorn, irony and appeal for justice . . . vocally rhythmical, at moments hard, always emotional . . . The nation was deeply stirred . . . "

The above, although highly digested, suggests how a reader may re-live a speech. Bibliographic notes about each speaker are at the end of the book followed by a cumulative index to all of the fifteen editions. In a seven-page introduction the editor discusses today's speeches and speakers in general terms of quality, organization, effectiveness, etc. Probably he needed no crystal ball to write last April, "In the political conventions, for example, old-fashioned, outmoded declamation, too often dominates."

DISCUSSION AND DEBATE

Eugene C. Chenoweth, Wm. C. Brown and Company, Publishers. Dubuque, Iowa, 1951. 385 pp.

In this book, designed for college instruction in discussion and debate, Mr. Chenoweth has presented a clear and concise analysis of the principles and methods of argumentation. Considerable effort has been devoted to clarifying the relationships between discussion and debate. In particular, his chart of the "Discussion - Debate Continuum" comparing the common elements of each, will be of interest to those concerned with controversy between discussion and debate methods.

On the whole, the writer follows the traditional concept of argumentation texts in preparing this volume. The chapters on evidence and reasoning make no attempt to add to the theory of logical presentation, but state clearly and simply the principles accepted in a majority of modern texts. Instructors who place a predominance of importance upon the logic of argumentation might desire a more thorough development of the relationships of inductive and deductive thinking and their application to effective speaking.

A great strength of this book is the careful and exemplary manner in which the author shows the student how to do the thing he wants to accomplish on the platform. Considerable attention is given to analyzing debate speeches and under-

lining for the student the practical manner in which the theory of argumentation is carried out.

Mr. Chenoweth's book is comprehensive. Its organization is logical, beginning with the principles of analysis, gathering material, evidence, reasoning and fallacies which belong to both discussion and debate. After a consideration of the techniques of language, delivery and persuasion which are again applicable to both methods, he devotes a complete section of the book to debate and one to discussion, presenting the principles and practice peculiar to each. This is a text which the student should find easy to follow and the instructor can count upon as being competent and reasonably complete.

PATHOLOGY OF SPEECH,
By William R. Parker
Prentice-Hall Co., Inc.,
New York, 1951.

Pathology of Speech is a text based on the concept that speech disorders are disorders of personality. Professor Parker states in his preface that "the way to improve speech is to improve personality. Personality is improved by improving character. This is where the speech therapist ought to begin."

The first chapter begins with a brief description of each of certain tests designed to reveal traits of personality and intellectual capacity. The description given in each case, however, is not sufficient to provide the student with an understanding of either the purposes or the working methods of the tests. The remaining seven pages of this chapter are devoted to the number and length of visits patients with various disorders should pay to a speech clinic.

Having concluded his discussion of diagnosis and therapy, Mr. Parker devotes the remainder of his book to a summation of the general characteristics of commonly recognized speech disturbances. In some instances he indicates the therapy to be used, but it appears to be directed toward treatment of speech disturbances rather than to an improvement of character.

Numerous bibliographical references are included at the end of each chapter, and should prove of value to the student who realizes that an understanding of the pathology of speech cannot be obtained between the covers of a single book. The section on bibliography will be of considerable interest to most clinicians as will be examples of interviews between patient and clinician and parent and clinician.

On the whole the book is well prepared and illustrated and furnishes an attractive text not only to those interested in speech, but to those interested in hearing difficulties and cerebral palsy.

News Notes and Personals

Holt Spicer, University of Redlands debater, and twice winner at West Point with his fellow debater, James Wilson, has recently been chosen to coach debate at the Missouri State Teachers College at Springfield, Mo. Mr. Spicer was recently married to a University of Redlands coed, Marion Gibson.

The Second National Contest in Public Discussion will be held again this year under the auspices of the Chicago Undergraduate Division of the University of Illinois, Wayne N. Thompson, Director. Colleges wishing to compete should send 25 minute tape recordings. The deadline for filing intention of competing is Nov. 1st. Tapes should be mailed in by November 15.

The fifth annual Freshman-Sophomore Debate Tournament (4 rounds) will be held Dec. 13, 1952 at the Chicago Undergraduate Division of the University of Illinois.

The second annual High School Tournament (restricted to Illinois and Indiana high schools within 75 miles of Chicago will be held Jan. 10, 1953 at the Chicago Undergraduate Division of the University of Illinois, Professor Wayne N. Thompson directing.

The first annual Eastern Forensic Association Tournament was held at Princeton University April 3-5, 1952. The Tournament Committee was composed of the following teachers of speech: Austin J. Freeley, Boston University; Robert P. Newman, Univ. of Conn.; Fr. Eugene Gallagher, S.J., Georgetown University; George Henigan, George Washington Univ.; J. F. O'Brien, Penn. State College; and Albert A. Austen, Princeton University, Host Sponsor. There were 37 participating colleges and universities including most of the leading educational institutions of the eastern seaboard north of Virginia. The tournament was a three day affair, and included debate, Extempore speaking, and discussion.

Prof. Robert P. Newman, who has been head of the Dept. of Speech of the University of Connecticut at Storrs has gone to the Dept. of Speech at University of Pittsburgh, Pa. Prof. Newman is a graduate of the University of Redlands, and has done Graduate work in England. He hails from the "Show-Me" State of Missouri.

The National Forensic League, the high school debating organization, enrolled 1224 new members last March. This is the record for one month so far; 258 chapters contributed to this sum. The chapter sending in the most new members for this record month was Canton-McKinley High of Ohio. They sent 25 names in to the national offices.

Danny McCall, 12 year old son of Dr. Roy C. McCall, Head of the Speech Department of the University of Oregon at Eugene, won the $1,000 prize of the Optimist International Speech Contest at Louisville, Ky. Danny worked up to the National by winning the local, district, and the elimination trials at Louisville. He defeated 26 contestants at Louisville, several of whom were at least five years older. The requirement was to write and give a five minute speech. Danny won in spite of a sore throat at the time of the contest.

The South Atlantic Forensic Tournament (the 21st) will be held at Hickory, N. C. Lenoir Rhyne College host institution, March 5-7, 1953. This event includes seven rounds of debate and individual contests in oratory, extempore speaking and impromptu speaking.

The American Book Co. announces that Dr. Everett T. Calvert has been appointed Editor-in-Chief as of Sept. 1, 1952. Dr. Calvert, for the past eleven years has been Principal of the Washington Elementary School, Pasadena, California. He is a graduate of LaVerne College and has a Ph.D. (1942) from Yale University. Dr. Calvert succeeds W. W. Livengood who was Editor-in-Chief of the American Book Co. since 1931.

Dr. Wayne N. Thompson is President this year of the Illinois Speech Association, and is the secretary elect of the Central States Speech Association. Dr. Thompson has been Editor of the Discussion Division of this magazine for several years.

The First Annual Eastern Forsenic Association Tournament was

held at Princeton University April 3-5, 1952. The Tournament was under the direction of a Committee of the Eastern Forsenic Association: Austin J. Freely, Boston Univ.; Robert P. Newman, Univ. of Conn.; Fr. Eugene Gallegher, S.J., Georgetown University; J. F. O'Brien, Penn. State College; and Albert Austen, Princeton University. Prof. Newman acted as Chairman and Tournament Director. Thirty-seven colleges and universities participated.

Prof. Robert P. Newman is leaving the University of Connecticut this fall to join the Speech Faculty of the University of Pittsburgh. Prof. Newman is a graduate of the University of Redlands, and has studied at Oxford University, England.

Prof. Chase Winfrey is changing from College to a Tennessee College for the coming year.

The NFL held its 17th National Convention and Speech Tournament at Boston University, Mass. the last week in June. Prof. Austin J. Freeley of Boston University was host and Chairman of the National Speech Tournament. Massilon H. S. (Ohio) was the chief point winner. The delegates availed themselves of the opportunity to visit the historical attractions located around Boston.

The University of Colorado held a Speech Institute for high school students interested in Debate and Discussion and Speech Contests June 22 to July 19 at Boulder, Colorado.

Prof. E. Ray Nichols, Jr. has been chosen to head the Dept. of Speech at Whittier College, Whittier, Calif. the coming college year.

South Atlantic Tournament

South Atlantic Forensic Tournament was held February 28, 29, March 1, 1952, Hickory, N. C. Dr. Albert Keiser of Lenoir Rhyne College, Director.

The following were First and Second Place Winners:

Men's Standard Oratory: Wilfred Winstead, Wake Forest College;

Men's Situation Oratory: Donald Abernathy, Lenoir Rhyne College; Robert Troutman, Lenoir Rhyne College.

Women's Situation Oratory: Faye Erwin, Lenoir Rhyne College; Peggy Corriher, Lenoir Rhyne College.

Men's Extempore: James Robinson, George Washington University; Bob Olian, University of Florida.

Women's Extempore: Helen Nash, Tennessee Polytechnic Institute; Billie Parrish, Wake Forest College.

Men's After Dinner: Virgil Moorefield, Wake Forest College; William Wallace, Wake Forest College.

Women's After Dinner: Doris Ann Link, Wake Forest College; Sara Haycraft, George Washington University.

Men's Impromptu: Jim Robinson, George Washington University; Virgil Moorefield, Wake Forest College.
Kenneth Merck, Lenoir Rhyne College.

Women's Standard Oratory: Lorene Huffman Painter, Lenoir Rhyne College; Barbara Spears, Tennessee Polytechnic Institute.

Women's Impromptu: Deena Schorr, George Washington University; Lorene Huffman Painter, Lenoir Rhyne College, Kay Arant, Wake Forest College—absolute tie.

Men's Problem Solving: Fred Brooks, Duke University; Ted Wilson, Tennessee Polytechnic Institute.

Women's Problem Solving: Billie Parrish, Wake Forest College; Vivian Rosenson, George Washington University.

Men's Radio Extempore: Barlow Wagman, George Washington University; Carwile LeRoy, Wake Forest College.

Women's Radio Extempore: Connie Bertalet, Lenoir Rhyne College; Sara Haycraft, George Washington University.

Men's Radio Address: Harry Bernard, Duke University; Hargus Taylor, Carson Newman College.

Women's Radio Poetry: Lois-Ann DeOrsey, Lenoir Rhyne College; Peggy Teague, Appalachian State Teachers College.

Men's Address Reading: James K. Traughber, Tennessee Polytechnic Institute; Harry Bernard, Duke University.

Women's Poetry Reading: Nancy Jo Hayes, Carson Newman College; Doris Ann Link, Wake Forest College.

Men's Radio Newscast: Barlow Wagman, George Washington University; W. Howell Youngblood, East Tennessee College.

Women's Radio Newscast: Juliet Johnson, East Tennessee State College; Rita Lear, George Washington University.

BOOKS FOR SALE

..... copies of United Nations and Federal World Government ..... $2.50 each

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